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ABSTRACT

This manual is designed to accompany Pennsylvania's Educational Quality Assessment (EQA) intermediate school reports to assist in their interpretation and understanding. The normative sample is described as stratified on two dimensions: district enrollment and wealth. Administration procedures are summarized. The cognitive and non-cognitive areas assessed (Self-Esteem, Understanding Others, Reading Comprehension, Writing Skills, Mathematics, Interest in School and Learning, Societal Responsibility, Knowledge of Law/Government, Knowledge of Health/Safety, Creative Activities, Career Awareness, Appreciating Human Accomplishments, Knowledge of Human Accomplishments, and Information Usage) reflect the 12 educational goals adopted by the State Board of Education in 1979. Table 1 summarizes and describes the instruments used in these areas, while Tables 2 and 3, using Grade 8 test results from 237 schools in the 1983 normative sample, show correlation coefficients among school scores and school percentile ranks respectively. Discussions of predicted score range, the 35 condition variables taken into account, criterion-referenced scoring, score distributions, and item response data are also accompanied by relevant tables and data. A sample school report is included. The Appendices contain: an EQA teacher questionnaire; the Grade 8 regression analysis (1983); a normal curve diagram; comparisons of EQA results across the years; and Pennsylvania's original 10 goals of quality education. (BS)

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1983

EDUCATIONAL QUALITY ASSESSMENT

ED247279

EQA Manual for Interpreting INTERMEDIATE School Reports

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Pennsylvania Department of Education 1983

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EDUCATIONAL QUALITY ASSESSMENT

EQA Manual for Interpreting INTERMEDIATE School Reports

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PREFACE

This manual is designed to accompany EQA school reports. There is an interpretation manual for each of the three levels of schools assessed: elementary, intermediate and secondary. The manuals are aids to school administrators and other staff members to understanding the reports of their schools.

With this publication and a school report in hand, the reader should have all the necessary tools to understand and interpret a school report. A sample, but real, school report with marginal notations is replicated on the color pages of this manual to familiarize the reader with the report format.

A publication complementing the information contained in this manual is *Getting Inside the EQA Inventory*, which delves more deeply into the rationale, development and characteristics (reliability, validity, other analyses) of the instruments.

BACKGROUND

Educational Quality Assessment (EQA) operates under a 1963 legislative mandate (Act 299) that required the State Board of Education to:

> . . . develop or cause to be developed an evaluation procedure designed to measure objectively the adequacy and efficiency of the educational programs offered by the public schools of the Commonwealth . . . . The evaluation procedure shall be so constructed and developed as to provide each school district with relevant comparative data to enable directors and administrators to more readily appraise the educational performance and to effectuate without delay the strengthening of the district's educational program.

EQA was administered in 300 of the Commonwealth's 505 school districts from 1970 to 1973 on a voluntary basis. In November 1973, the State Board of Education established a timetable to assess all schools in the Commonwealth during the school years 1973-74, 1974-75 and 1975-76. With the completion of this mandated cycle, EQA was offered on a voluntary basis in 1976-77 when 110 districts participated and in 1977-78 when 113 districts participated.

Districts must be involved in EQA at least once in the five school years between 1978-79 and 1982-83. Therefore, the average number of districts mandated to participate each year would be 100. The summary below demonstrates that many districts are participating on a voluntary basis.

School Year	No. of Districts
1978-79	125
1979-80	166
1980-81	228
1981-82	216
1982-83	239

NORMATIVE SAMPLE

It is generally assumed that when a large sample of schools from across the state is assessed, the sample should be representative of the state as a whole. However, since the Educational Quality Assessment program at present accepts volunteer districts, it is important to demonstrate that the sample in a given year is proportionally representative of the state. In order to determine this, each district in the state was classified into one of nine cells. The cell limits were determined by splitting the districts on wealth (market value/personal income aid ratio) by thirds and size (district average daily membership [ADM]) by thirds.

Market Value/Personal Income Aid Ratio

District ADM	*Low* ≤ .4985	*Medium* .4986 - .6286	*High* ≥ .6287	
Small ≤ 1936.0	35/11	45/15	86/29	166/55
Medium 1936.1 - 3197.0	50/17	64/21	52/17	166/55
Large ≥ 3197.1	81/27	57/19	28/9	166/55
	166/55	166/55	166/55	498/165*

The number to the left of the slash in each cell represents the total number of districts in the state comprising the cell. The number to the right of the slash represents a 33% sample of the districts in the cell.

To insure a satisfactory proportion of the total number of districts in each cell, 165 districts were chosen from the 239 participants to form a 33% state sample. Districts were selected so that each geographic region (based on intermediate unit areas) was represented. The 33% state sample contains at least two districts from each intermediate unit in the Commonwealth (except IU 2 and and IU 26, which are cities of Pittsburgh and Philadelphia). Most intermediate units have approximately 33% of the total number of its districts included in the sample. Approximately 33% of the schools in Pittsburgh and in Philadelphia are added to the sample to form the normative group:

Grade	*No. of Normative Schools*	*No. of Students*
5	610	36,000+
8	237	40,000+
11	190	36,000+

*One-third of the schools in Pittsburgh and in Philadelphia are added after the 33% sample is selected.

ADMINISTRATION PROCEDURES

The superintendent of each participating district, when returning the initial application, appointed a representative to coordinate EQA activities at each of the grade levels. These representatives were scheduled to attend a regional workshop, where their duties and responsibilities were explained. At these meetings the *School Representative's Handbook* and *Examiner's Handbook*, designed to standardize administration procedures, were discussed. In addition, the representatives were briefed on the background of EQA and, by viewing a sample school report, learned what they could expect in return for their efforts.

The teacher questionnaires were administered (see Appendix A) to gain additional information about the school from the teachers' perspective, as well as information about the teachers themselves. Teachers respond anonymously, placing only the district name and school name on the questionnaire. *All* classroom teachers (persons spending more than 50 percent of their time in classroom instruction) are asked to complete questionnaires; no sampling procedures are used.

The parents of the students to be tested were informed of the questionnaire administration and the purposes of the assessment program. Parents who did not wish to have their children participate could have them excluded by notifying the school principal in writing. Questionnaires were available at the school for review by interested parties.

For grade 8, about half of the districts used individual classrooms exclusively while the other half used large group areas. Therefore, teachers were often used as monitors for the questionnaires.

The administration of the questionnaires took about two hours of student time. Most districts gave all parts of the questionnaire on the same day.

The monitors were given printed directions to standardize its administration. Filling in the parental occupation and education data presented some students a problem at this grade level. Often students in some unique areas found it hard because they could not find an occupation. For example, in the oil-producing areas of Pennsylvania, riggers, drillers, pumpers, etc., were difficult to place into the given occupations.

These directions and the procedures suggested by the EQA staff and EQA publications should help insure optimum testing conditions and accuracy of results. As a school is forced by uncontrollable circumstances to deviate from such optimum conditions, the likelihood of inaccuracies in the results is increased.

The students did not place their names on the machine-scorable answer sheets to assure confidentiality and anonymity of responses, but most of the students used the same answer sheets throughout the testing. The students were informed that they could skip any item which they felt was too personal.

The sections of the questionnaire have no time limits for completion. The *Examiner's Handbook* lists time ranges that might be expected for each section but with the direction: *Students should be given ample time to finish each section.*

The envelopes containing the completed teacher questionnaires and the completed student answer sheets were mailed for scanning, scoring,compilation and analysis.

NATURE OF THE QUESTIONNAIRES

The Pennsylvania Student Questionnaires measure, by aggregating student scores, a school's status on areas of the Goals of Quality Education. *(See Appendix E)* In March 1979, the State Board of Education adopted a revised set of twelve goals. The Educational Quality Assessment staff, observing the direction being taken in the goal revision process, incorporated many aspects of the twelve goals into the present package. The main objective in the present assessment is to reflect what educators in the Commonwealth feel would be useful in improving their school programs.

AREAS ASSESSED:	*Cognitive Areas*	*Non-Cognitive Areas*
	Communication Skills: Reading Comprehension	Self-Esteem
	Communication Skills: Writing Skills	Understanding Others
	Mathematics	Interest in School and Learning
	Knowledge of Law/Government (Citizenship)	Societal Responsibility (Citizenship)
	Health Knowledge – Grade 5	Health and Safety Practices – Grades 8 & 11
	Career Awareness (Work)	Creative Activities*
	Knowledge of Human Accomplishments*	Appreciating Human Accomplishments*
	Information Usage (Analytical Thinking)	

*Contain items on both Arts and Humanities and Science and Technology.

Table I contains a summary of the instruments with names for the areas covered, a description of the scales, the number of items and sample items. A more detailed discussion of the development and the rationale for each measuring instrument can be found in *Getting Inside the EQA Inventory*.

*Matrix Sampling Procedure**

The EQA process uses *matrix sampling*–a method whereby each student takes only a portion of the total number of items for every measured area. This sampling process permits broadening the scope of the instruments while simultaneously decreasing the time needed for administration. In census testing, each student was given all items, and a school mean score was the average of the individual student scores on these items. The mathematics test, for example, contains 60 items which are divided into four test forms–15 mathematics items per form. Although the process for determining a school mean mathematics score is somewhat more complicated, the general idea is to calculate a mean score for each form and then sum the three mean scores. Thus, the maximum possible school mean score would be 15 + 15 + 15 + 15, or 60. The minimum is 0. Although the possible mean score range is 0 to 60, means range from about 28 to 48.

For attitudinal measures, responses are not considered right or wrong, but are viewed as falling along a continuum with a preferred direction given. For Self-Esteem, responding STRONGLY AGREE is considered to be the most favorable response to a positive item and is given a weighted score of 3. Weights of 2, 1 and 0 are assigned to the other three responses. The maximum score per form would be 24 (8 items x the *weight* of 3 for the most preferred response for each item). The minimum would be 0. The maximum school score for Self-Esteem would be 24 + 24 + 24 + 24 or 96, i.e., the maximum score per form summed. Therefore, the theoretical score range is 0 to 96.

Correlations Between Performance Areas

The interdependence among goal areas is illustrated by the correlation matrix in Table 2. For example, the correlation of 0.68 between Self-Esteem and Interest in School and Learning indicates that in schools where self-esteem scores are higher, the school interest scores likewise tend to be higher. This is not to say that a higher self-esteem will cause a student to like school more, or vice versa. Cause-effect conclusions from correlational information are untenable. Also apparent are the high correlations among the cognitive measures.

*For more information on matrix sampling see pages 41-45 of *Getting Inside the EQA Inventory*.

TABLE 1

SUMMARY OF INSTRUMENTS

AREA	SCALE DESCRIPTION	NO. OF ITEMS	SAMPLE ITEMS	RESPONSE CHOICES
SELF-ESTEEM	Students are asked to relate their feelings of success and feelings of acceptance – primarily in the school setting.	32 (8)	I am able to mix well with other people. I feel that my teachers understand me. I am able to do many things well in school. My classmates think I have good ideas.	SA = Strongly Agree MA = Mostly Agree MD = Mostly Disagree SD = Strongly Disagree
UNDERSTANDING OTHERS	Students are asked to respond to approaches and interactions with persons of differing skin color, religious beliefs, physical characteristics, socio-economic status or cultural tradition.	40 (10)	**Would you mind sitting in class beside a student who:** Has few friends because of the way he or she looks? Is very much like you, but whose skin color is different from yours? Is much poorer than you? Belongs to a religion which you do not belong to? Is from another country and doesn't speak English very well?	A = Yes B = I think so C = I don't know D = I don't think so E = No
COMMUNICATION SKILLS: READING COMPREHENSION	*Literal comprehension* - recognition of details or the main ideas explicitly stated. *Word meaning* - recognition of the appropriate meaning of a word in a given context. *Inferential comprehension* - response to items which require taking the meaning of a passage beyond explicit ideas.	48 (12)	[A wide variety of reading materials was used to cover the many different styles, purposes and types of content in written matter the reader encounters in school and leisure]	[Four, multiple-choice options]
COMMUNICATION SKILLS: WRITING SKILLS	A. *Mechanics and usage* – recognizing the application of conventions. B. *Sentence sense* – recognizing clear, concise and effective sentences. C. *Paragraph sense* – recognizing coherence, unity and transition in the organization and development of paragraphs and larger units. D. *Style, tone and flavor* – recognizing effective and appropriate language for a given purpose, audience or situation.	60 (15)	Choose the answer that is a complete sentence. Choose the best way of writing the sentence underlined. One night Mother let a roast cook too long in the oven while she talked on the telephone. <u>The roast was burned and blackened, but it was eaten.</u>	A Happily skipping down our street. B Singing happily, I skipped down our street. C Singing and skipping happily down our street. D Skipping down our street and singing happily. A The roast was burned and blackened, but it was eaten. B The burned and blackened roast was nevertheless eaten. C Although the roast was burned and blackened, we ate it. D The roast was burned blackened, and eaten.

TABLE 1 (Continued)

AREA	SCALE DESCRIPTION	NO. OF ITEMS	SAMPLE ITEMS	RESPONSE CHOICES
MATHEMATICS	Items measure mathematical concepts, computation and/or problem-solving.	60 (15)	[Items include questions about: number systems, numeration and notation, geometry, measurements, number pattern and relationships, and other topics]	[Four, multiple-choice options]
INTEREST IN SCHOOL AND LEARNING	Students are to display their feelings on the climate and learning atmosphere in the school, the educational experiences the school provides, the quality of the personal interactions it fosters between student and educator, and the students' attitudes toward learning.	40 (10)	I like learning social studies in this school. Most of my subjects this year are worthwhile. The school principal really seems to care about students. Most of my classes this year are boring.	SA = Strongly Agree MA = Mostly Agree MD = Mostly Disagree SD = Strongly Disagree
SOCIETAL RESPONSIBILITY (Citizenship)	Students are asked if they will assume responsibility for their actions and the actions of groups to which they belong, work cooperatively, demonstrate integrity when dealing with others, and take the initiative and assume leadership, as well as support group efforts as followers.	48 (12)	A student accidentally breaks a school window. If I was that student, I would TELL THE PRINCIPAL OR TEACHER about my breaking the window... even if I would have to pay for the window. since it is the honest thing to do. if the entire class would be punished.	Y = Yes M = Maybe N = No
KNOWLEDGE OF LAW/GOVERNMENT (Citizenship)	Three major areas of knowledge were identified as essential to good citizenship. They are broadly described as knowledge of government, knowledge of law and knowledge of interdependence of people.	44 (11)	Which of the following is a violation of criminal law? Which of the following international organizations is concerned with solving worldwide political, economic, and social problems? Congress is most likely to use which of the following means of settling disagreements among members in order to make a decision?	A A man disagrees with the President and says so in public. B A man loses control of his car and it runs into your house. C A man steals your TV set while you are out of town. D A man refuses to salute the flag before a ball game. A Common Market B Organization of American States C International Association D United Nations A veto B compromise C judicial review D violence

TABLE 1 (Continued)

AREA	SCALE DESCRIPTION	NO. OF ITEMS	SAMPLE ITEMS	RESPONSE CHOICES
HEALTH AND SAFETY PRACTICES	Students are to demonstrate that they have acquired habits and attitudes which increase the probability of remaining healthy, safe and fit throughout life.	48 (12)	After school, I am talking with friends and someone offers me a cigarette. I would TAKE THE CIGARETTE... if the other kids were smoking. if I thought that my parents would not find out. even though I know it could lead to heart or lung disease.	A = Definitely Would B = Probably Would C = Probably Would Not D = Definitely Would Not
CREATIVE ACTIVITIES (Arts and Humanities and Science and Technology items)	Students are asked to indicate frequency of participation in five areas: visual arts, performing arts, writing, science, and social and practical studies.	40 (10)	During the last three years, how many times have you done the following? Using your own ideas, developed a social studies project or display? Created a sculpture? Written a news item or editorial that was published? Designed a piece of scientific or mechanical equipment, such as a telescope or a compass?	A = Have not done the activity. B = Have done the activity once. C = Have done the activity 2 or 3 times. D = Have done the activity about 5 times. E = Have done the activity about 8 times (or more).
CAREER AWARENESS (Work)	The students are queried on their awareness of duties, training, abilities and educational requirements of various occupations, an understanding of the labor market conditions, and skills in gathering such data, such as knowledge of occupational clusters and publications.	40 (10)	Which of the following requires a college degree? Who is most likely to have the highest pay? The need to work with others as part of a team would be most important to a A dietitian would most likely	A bank teller B bookkeeper C economist D transit clerk A beautician B physical therapist C pharmacist D dentist A cartoonist. B movie editor. C pizza baker. D fire fighter. A plan meals. B run a weight-reducing studio. C serve food in a restaurant. D prepare food.

TABLE 1 (Continued)

AREA	SCALE DESCRIPTION	NO. OF ITEMS	SAMPLE ITEMS	RESPONSE CHOICES
APPRECIATING HUMAN ACCOMPLISHMENTS (Arts and Humanities and Science and Technology items)	Student openness is displayed by a willingness to engage in listening, watching or reading activities relating to significant accomplishments. In addition, the student reaching the higher levels of openness will display willingness to learn about accomplishments and what is entailed in producing them.	64 (16)	WOULD YOU WANT TO: Read a science magazine? Attend a school board meeting? Learn about art from earlier historical periods? Find out more about how a play is put on?	A = Definitely Would B = Probably Would C = Uncertain D = Probably Would Not E = Definitely Would Not
KNOWLEDGE OF HUMAN ACCOMPLISHMENTS (Arts and Humanities and Science and Technology items)	Students are asked to demonstrate recognition of persons, theories or ideas, works, inventions or phenomena. Students are expected to be able to recognize the names of prominent persons and concepts to which they should have been exposed within the school setting.	60 (15)	What area is most closely related to the following? Electronics Martin Luther King Nutcracker Suite Mona Lisa Alex Haley Marie Curie N.A.T.O. William Shakespeare	M = Music or Dance S = Science, Math or Medicine A = Art (Visual) L = Literature or Drama G = Government or Politics ? = Don't Know
INFORMATION USAGE (Analytical thinking)	Students are asked to show that they are able to examine problems in a logical way, to identify them properly, to seek whatever information is needed to establish facts, to be aware of the consequences of decisions, and to have the ability to choose courses of action which are most congruent with their own values and desires.	32 (8)	John reads an advertisement in a magazine about a training program offered by the ABC Training School. This school says that it has trained thousands of people for high-paying careers. The cost of their training program is $2,000. Which information is likely to be of the least use to John in deciding whether or not to take the ABC training program?	A How many students drop out of the program before they complete it? B How many of the school's graduates have gotten high-paying jobs? C How many teachers and students does the school have? D How much income tax did the school pay last year?

Note: The number appearing in parenthesis indicates the number of items per form.

TABLE 2

CORRELATION COEFFICIENTS AMONG SCHOOL SCORES - GRADE 8, N=237

1983 Normative Group

		SE	UO	RC	W	M	IS	SR	KL	HP	C	CA	AH	KH
Self-Esteem	SE													
Understanding Others	UO	.46												
Communication Skills: Reading Comp.	RC	.38	.85											
Communication Skills: Writing Skills	W	.41	.82	.94										
Mathematics	M	.36	.79	.89	.91									
Interest in School and Learning	IS	.68	.26	-.24	.20	.20								
Societal Responsibility	SR	.35	.45	.38	.27	.23	.45							
Knowledge of Law/Government	KL	.32	.77	.87	.85	.84	.12	.29						
Health and Safety Practices	HP	.40	.44	.35	.26	.22	.39	.72	.29					
Creative Activities	C	.04	-.34	-.41	-.34	-.26	.07	-.42	-.40	-.34				
Career Awareness	CA	.35	.81	.91	.91	.88	.13	.29	.87	.28	-.43			
Appreciating Human Accomplishments	AH	.28	-.24	-.35	-.41	-.40	.48	.32	-.36	.37	.28	-.44		
Knowledge of Human Accomplishments	KH	.41	.77	.82	.85	.84	.13	.20	.82	.26	-.24	.89	-.37	
Information Usage	IU	.42	.84	.94	.92	.89	22	.31	.84	.32	-.33	.90	-.36	.83

Note: All correlation coefficients have been rounded to two decimal places.
$r \geq 0.14$ is significant at the .05 level.
$r \geq 0.18$ is significant at the .01 level.

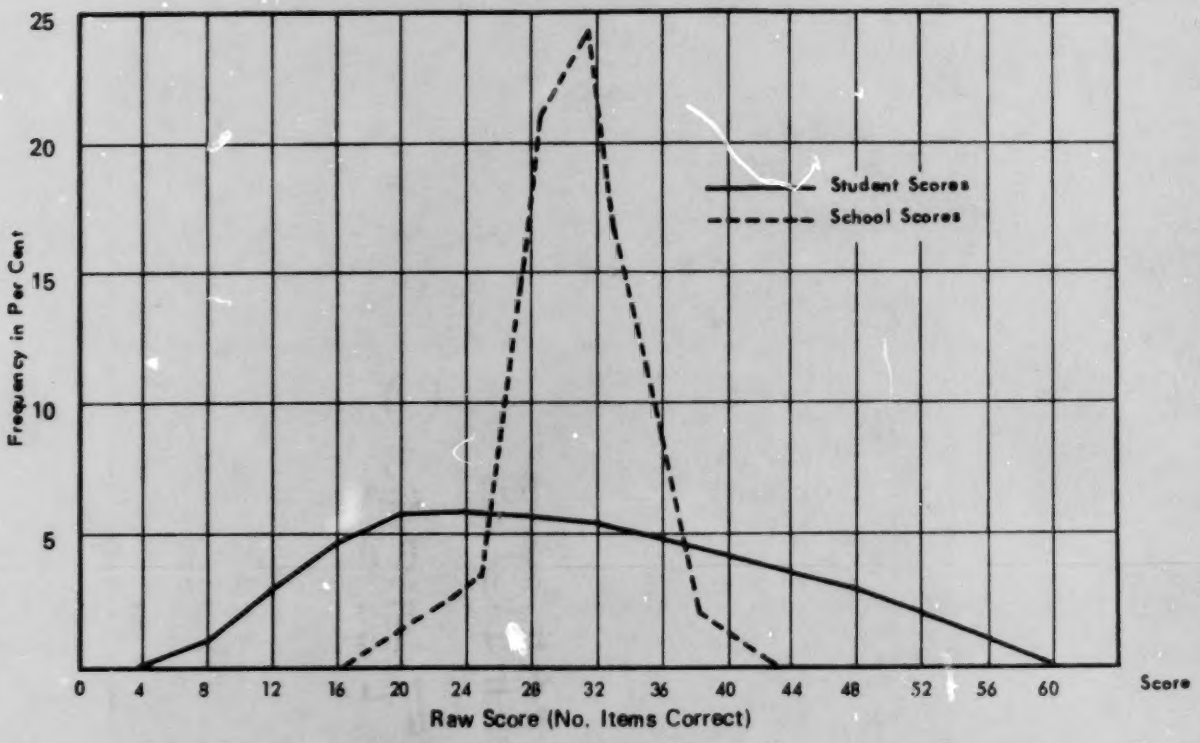
PERCENTILE RANK

The school's percentile rank in the state on each area is determined by comparing the school score to the scores of a group of *normative* schools. Percentile scores range from 1 to 99. A percentile score of 75, for example, means that 75 per cent of the schools in the state (or, more precisely, the statewide sample) scored lower on the measurement than the school at the 75th percentile. It does not mean that the students of the school answered 75 per cent of the questions correctly or favorably.

Table 3 graphically represents the normative method of scoring by showing, at five-percentile intervals, how the raw score averages for a school translate to percentiles. For example, Upper Penn Junior High School's score of 60.31 on Self-Esteem places it at the 70th percentile, which means that 70 per cent of the schools statewide had lower school scores on this area.

The reader may note the small score difference between a 60th percentile score and 65th percentile score. This occurs because of the limited range of school means. In a given school student scores on, say, Mathematics may range from 8-56, whereas the school mean, or average, score might be 30.31. This is true in each school, as illustrated by the frequency distribution below.

SAMPLE



Comparative Distributions of Student Scores and School Scores on Mathematics

TABLE 3

1983 PENNSYLVANIA SCHOOL NORMS - GRADE 8 SCHOOLS N=237

PERCENTILE DISTRIBUTION	PERCENTILE RANK	SELF-ESTEEM	UNDERSTANDING OTHERS	COMMUNICATION SKILLS: READING COMPREHENSION	COMMUNICATION SKILLS: WRITING	MATHEMATICS	INTEREST IN SCHOOL AND LEARNING	SOCIETAL RESPONSIBILITY	KNOWLEDGE OF LAW/GOVERNMENT	HEALTH AND SAFETY PRACTICES	CREATIVE ACTIVITIES	CAREER AWARENESS	APPRECIATING HUMAN ACCOMPLISHMENTS	KNOWLEDGE OF HUMAN ACCOMPLISHMENTS	INFORMATION USAGE	PERCENTILE RANK
	95	63.14	122.35	32.03	42.09	38.88	78.11	66.57	30.40	93.30	56.78	26.78	149.93	36.07	18.04	95
	90	61.97	120.13	31.44	41.45	36.83	74.85	65.70	29.09	92.40	53.93	26.04	143.34	34.66	17.44	90
	85	61.43	119.15	30.89	40.91	36.40	74.00	64.88	28.42	91.69	52.06	25.80	140.21	33.49	16.98	85
	80	60.98	117.50	30.36	40.33	35.80	73.15	64.27	28.06	90.76	50.80	25.43	138.29	32.85	16.68	80
	75	60.52	115.94	29.95	39.95	35.38	72.24	63.86	27.41	89.74	49.27	25.19	136.09	32.11	16.48	75
	70	60.19	115.21	29.44	39.62	34.75	71.69	63.07	26.91	89.19	48.38	24.97	135.12	31.78	16.24	70
	65	59.79	114.44	29.15	39.18	33.65	71.14	62.69	26.29	88.77	47.55	24.73	134.39	31.31	16.00	65
	60	59.55	114.04	28.63	38.83	33.11	70.53	62.17	25.98	88.39	46.83	24.62	133.33	31.03	15.71	60
	55	59.24	113.31	28.01	38.17	32.83	69.77	61.77	25.70	87.80	46.53	24.28	131.93	30.45	15.48	55
	50	58.93	112.46	27.41	37.66	32.20	69.04	61.37	25.36	87.35	45.56	23.91	130.86	30.04	15.12	50
	45	58.59	111.89	27.10	37.18	31.62	68.44	61.03	25.07	86.97	44.87	23.66	129.14	29.68	14.84	45
	40	58.35	111.06	26.71	36.9[illegible]	31.02	67.87	60.60	24.78	86.45	43.96	23.41	128.42	29.12	14.67	40
	35	58.18	110.20	26.41	36.63	30.66	67.24	60.09	24.48	86.11	43.37	23.12	127.18	28.63	14.37	35
	30	57.88	109.42	25.78	36.10	30.04	66.72	59.64	24.25	85.77	42.68	22.81	126.54	27.95	14.20	30
	25	57.64	108.25	25.35	35.42	29.28	65.99	58.93	23.64	85.26	42.30	22.30	125.11	27.45	13.90	25
	20	57.12	107.16	24.55	34.61	28.71	65.23	58.40	23.10	84.61	41.61	21.84	124.06	26.76	13.51	20
	15	56.47	105.25	23.[illegible]	33.81	27.48	64.21	57.81	22.12	84.08	40.53	21.27	122.24	25.58	13.08	15
	10	55.90	103.34	22.06	32.90	25.81	63.28	57.48	20.88	82.23	39.[illegible]8	20.32	120.94	24.85	12.45	10
	5	54.44	97.49	18.14	28.55	22.87	62.00	54.89	17.46	80.86	37.33	18.23	118.59	20.49	10.72	5
STATE MEAN		58.98	111.86	27.09	37.30	31.84	69.21	61.35	25.15	87.40	46.18	23.47	131.51	29.60	15.01	
STANDARD DEVIATION		2.55	7.44	4.08	3.90	4.71	4.81	3.46	3.56	3.85	6.09	2.64	9.54	4.42	2.15	

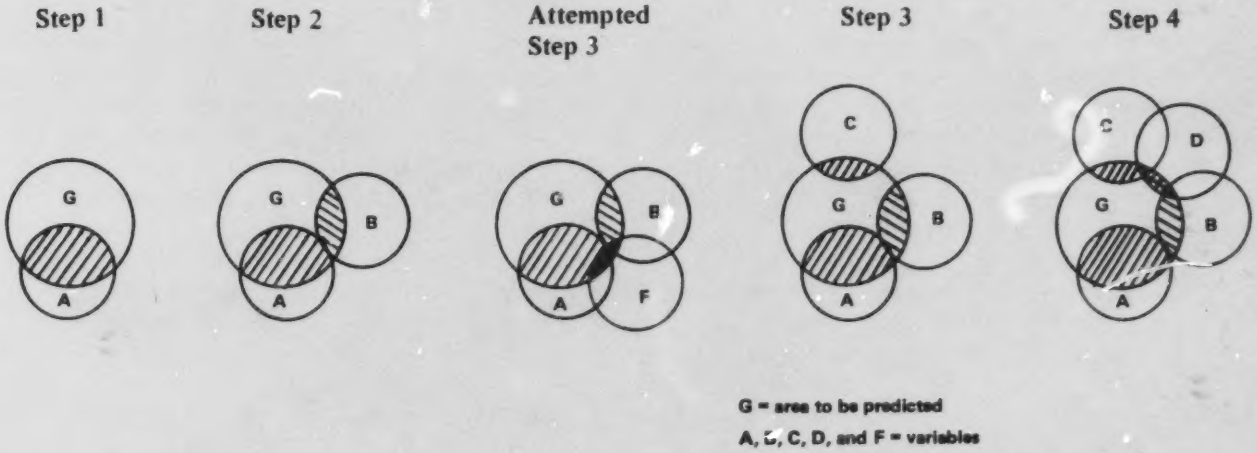
PREDICTED SCORE RANGE

Percentiles compare building performance with all schools in the statewide normative sample but do not take into account various important conditions which affect achievement. Socioeconomic level of the community, experience and educational level of the teaching staff, financial resources and type of community are a few of the variables affecting student performance. The use of predicted score ranges takes a number of these condition variables into account simultaneously.

How Prediction Equations are Developed

Prediction equations are developed from a sophisticated statistical method called stepwise regression. The process begins by entering into the equation the condition variable having the highest correlation with the area being predicted. Each successive variable enters the equation based on the increase in the amount of variance that is accounted for by adding that particular variable. Sometimes a particular condition variable having a relatively high correlation with an area never enters the equation for that area. This is usually due to the fact that another variable highly related to the one in question has entered previously and accounts for the variance that would have been contributed by the variable that did not enter. Likewise, a condition variable with a relatively low correlation with an area may enter an equation when its correlation with other condition variables is also low.

The entry of variables into the equation might become clearer through the diagrams below.



In Step 1, the overlap (proportion of shared variance) is shown by the lined area. In Step 2, circles A and B both overlap with G but do not overlap with one another, depicting their independence.

Variable F, which is the next mostly highly related to G, will not enter the equation because all its variance with G has been accounted for by A and B. *(Attempted Step 3)*

In Step 3, Variable C enters the equation because A, B and C are completely independent; that is, they share no variance with each other. Then each variable would contribute all of the variance shared with G to the prediction of G.

In Step 4, Variable D is wedged between B and C; the black areas show the variance which D would contribute to G but which is already accounted for by B and C. The shaded area represents the variance in G that is accounted for by D. Therefore, D enters the equation at this point.

The development of a regression equation includes a measure of the error associated with prediction, termed the standard error of estimate. It decreases as the ability to predict increases; that is, as the correlation between the performance area and the set of variables included in the regression equation approaches 1.0, the standard error of estimate diminishes.

How Predicted Scores and Prediction Bands are Computed

For each school in each performance area a predicted score is obtained by multiplying the value for that school for each condition variable in the predictor set by a regression weight developed during the regression process. Summing these products and adding a constant (an adjustment for the mean) produces the predicted score. The standard error of estimate is added to and subtracted from the predicted score to obtain the predicted score range.

Cautions

EQA regression equations are sometimes requested by school administrators in order to gain a better understanding of why their schools were predicted to fall where they did. *(See Appendix B)* At the same time it is tempting to view the variables entering the equations as those conditions which make the greatest contribution to performance in an area. Frequently, the thought arises that if scores on certain of these condition variables could be raised, then student performance might also be increased. Regression equations *cannot* be used for that purpose. The regression equation should not be used as a means of identifying the "most important variable" with respect to a particular performance area. In order to get a picture of which variables are most highly related to particular areas, it is essential to look carefully at Table 7, which lists the correlations between all condition variables and the areas.

1. The entry of variables into stepwise regression does not signify that these are the only important variables. That is, variables not entering the equation may also be very important correlates of the performance area.

2. The sequence in which variables enter into stepwise regression does not necessarily reflect their relative importance.

3. The regression weights do not represent their significance or their relative importance.

4. The variables entering into stepwise regression do not permit causal inferences nor do they lead to explanations of phenomena.

5. The process of stepwise regression is a mathematical one which does not yield a list of similar schools.

6. Stepwise regression is appropriate when used for purely predictive purposes.

CONDITION VARIABLES

Rationale

The previous section, *Predicted Score Range,* stated that to improve the possibly objectionable or unfair comparisons that percentile ranks alone invite, the Pennsylvania assessment model also includes an input-output component.

Schools around the state have vastly differing resources at their disposal. The differences are not only in the students served but also in teaching staff and financial and parental support.

Measurement

Table 4 describes the 35 variables which were collected to identify the differences in resources among Pennsylvania's schools. The variables came primarily from students (as part of their questionnaires) and teachers (Appendix A–Teacher Questionnaire).

It is extremely important to note how the variable was measured and quantified. High scores for a school on these variables are not necessarily good. For example, a high grade enrollment simply means the school has a large number of students per grade. It does not, in any way, indicate that schools having greater numbers of students per grade are better.

Percentile Rank

For each of the 35 condition variables the school receives its percentile rank compared to the 1983 normative sample. This information is provided so that one can tell not only *what* conditions or resources a school has but also its *relative* conditions. A high percentile likewise does not necessarily imply *good* conditions.

The norm chart (Table 5) gives a more graphic representation of the percentile rank scores in the school report. It illustrates also how much schools differ on a particular variable. Because these distributions use school means, the ranges of values at times can be very narrow, so that a small increase in a school mean value may translate into a large percentile rank change, e.g., STABLE (Stability of student residence).

Item Results

In the school report the condition variables are stated as a school score. In most cases, interpreting a school score is simple and straightforward. For instance, to say that the average class size is 27.9 seems understandable enough. But many variables are scaled in such a way that the mean score, which becomes the school score, disguises much of the information used in its calculation.

As a result, percentage replies by item are included in the school report for some variables obtained from the students and teachers. Although the percentages for a particular school are by themselves meaningful, an additional comparison of these percentages to the statewide figures might amplify the picture for the interpreter. Table 6 includes the statewide percentages of those variables for which item data are included on pages 4-7 of the school report.

Correlation Matrices

Table 7 shows the relationship between a given condition variable and school scores on the 14 areas. Here again the reader is warned against constructing a cause-effect relationship from a correlation.

Table 8, which shows the intercorrelation among the condition variables themselves, although open to the same warning as above, suggests one of the reasons why cause-effect relationships are so dangerous. No variable exists in isolation; many interrelationships exist. The average class size, if changed, would alter the tuition rate and the teacher educational level. It is true, at the same time, that average class size may vary according to the socio-economic level of the community (Parental occupation).

A Word About Correlation Coefficients

A correlation coefficient indicates the extent to which two variables relate. The variables might be *height* and *weight*, or *IQ* and *reading achievement*, or *student educational expectations* (EDEXPECT), and *mathematics achievement*.

The possible values of a correlation coefficient range from -1.0 through 0.0 to +1.0. The closer the value is to 1.0 (either + or -) the greater the relationship. A positive correlation indicates that as one variable increases, so does the other variable (*IQ* and *reading*) and a negative correlation indicates that as one variable increases the other decreases (*number of miles driven* and *gas left in tank)*.

The existence of a relationship does not necessitate a cause and effect condition. For example, *the number of teachers* in a state is positively correlated with the *number of potatoes consumed* in the state. Neither variable is *causing* the other, rather both are caused by a third variable, the *size of the population* of the state. On the other hand, there is a positive correlation between the *average speed of automobiles* in a state and the *number of traffic deaths*. There may be a cause and effect relationship between these two variables, and by decreasing the speed limit, lives may be saved.

With respect to EQA data, there is a positive correlation between *student perception of parental interest in school* (SPARINT) and *mathematics achievement*. This may, in part, be a causal relationship and an improvement in SPARINT might ultimately result in an improvement in *mathematics achievement*. There is also a positive relationship between the *parental education* and *student achievement* but that variable (PAREDUC) is fixed.

If there is a statistically significant correlation between two variables then the relationship exists. If the correlation is not significant or zero, there may still be a relationship for specific types of schools or with a broader range of scores. For example, at eighth grade, there is no significant correlation between *class size* and *mathematics achievement*, yet who could doubt that more learning would take place with a class of ten students than would take place with a class of 100 students. EQA data indicate a very restricted range of class sizes in the Commonwealth, and small differences in class size (23 students vs. 26 students) do not seem to reflect a change in achievement.

An additional factor which confounds the class size issue is that in suburban schools where achievement is generally high, discipline is not a problem and larger classes can be effectively managed; whereas, in some urban areas, achievement is low, discipline is a problem and smaller classes are necessary for effective management. Thus, large classes may have high achievement and small classes may have low achievement but the class size is not the causal variable. Rather other things such as discipline, motivation and attendance might be the determining factors. In this example, these schools would reflect a negative relationship or correlation. However, when combined with *all* schools (many perhaps exhibiting a positive relationship between class size and achievement) the end result may be a nonsignificant relationship.

TABLE 4

CONDITION VARIABLES

No.	VARIABLE AND COMPUTER CODE	MEASURE	WEIGHTING	INDEX DESCRIPTION
1	GRENROLL (Grade enrollment)	The school administrator reported enrollment of the grade under consideration.	Actual number of students in the participating grade.	A higher value indicates a larger grade enrollment.
2	PCTTIL! (Percentage of (Title I) low income students)	The percent of students by school reported to the Department that are from low income families. (DEBE-1169)	Expressed to nearest tenth of a per cent.	A higher value indicates a higher per cent of students from low income families.
3	TUITION (Tuition rate)	The tuition rate established for the school districts was obtained from Department records.	Expressed to nearest whole dollar for 1981-82.	A higher value indicates that the district claims to expend relatively more funds per student.
4	TLOCALE (Teacher locale)	The teachers reported where they graduated from high school.	0= 100 miles or more from boundaries of the school district 1 = More than 30 miles but less than 100 miles 2= In or within 30 miles	A higher value indicates that the school teaching staff is more often drawn from local areas.
5	TSATPAR (Teacher satisfaction with relationships with parents)	The teachers reported how satisfied they were with their relationships with parents and and parent groups	3 = Very satisfied 2 = Somewhat satisfied 1 = Somewhat dissatisfied 0 = Very dissatisfied	A higher score indicates a greater satisfaction of the teaching staff with the cooperation and contacts they have with parents and parent groups.
6	TEDUC (Teacher education)	The teachers indicated the level of formal education they have attained.	4 = Doctor's degree 3 = Master's degree plus 1 year 2 = Master's degree or equivalency 1 = Bachelor's degree 0 = No degree	A higher value indicates that the school's instructional staff reported a higher level of formal education.
7	TEXPER (Teacher experience)	The teachers reported the total years of service in teaching including the current school year.	Expressed as average years' experience.	A higher value indicates that the teachers of the school have relatively more years of teaching experience.
8	CLSIZE (Class size)	The teachers reported their average class size excluding supervisory duties such as study hall.	Expressed as average class size for all teachers.	A higher value indicates a greater average class size.
9	READTIME (Teacher estimation of reading instruction time) (Grade 5 only)	The teachers reported how many hours the average student spent in direct reading instruction in a typical week.	Expressed as average hours spent.	A higher value indicates a greater amount of time spent in direct reading instruction.
10	MATHTIME (Teacher estimation of mathematics instruction time) (Grade 5 only)	The teacher reported how many hours the average student spent in mathematics instruction in a typical week.	Expressed as average hours spent.	A higher value indicates a greater amount of time spent in mathematics instruction.

TABLE 4 (Continued)

No.	VARIABLE	MEASURE	WEIGHTING	INDEX DESCRIPTION
11	EXTRACT (Activities external to the classroom)	The teachers indicated the degree to which each of five statements about their interactions with students constitute a problem in their school.	3 = Not a problem 2 = Moderate problem 1 = Serious problem 0 = Critical problem	A higher score indicates that the teaching staff is more satisfied with their interactions with students.
12	TRELATE (Teacher/Student/Parent relationships)	The teachers indicated the degree to which each of nine statements about the interest of the students and the support and interaction with the parents constitute a problem in their school.	Same as EXTRACT	A higher score indicates that the teaching staff feels that the students and parents support and interact with the school more.
13	DISRUPT (Factors disruptive to classroom management)	The teachers indicated the degree to which each of eight statements about factors that affect classroom management in the school constitute a problem for them.	Same as EXTRACT	A higher value indicates that the teaching staff is more satisfied in classroom management situations.
14	INFLUENC (Teacher influence upon instructional decisions)	The teachers indicated the degree to which each of nine statements about their influence on learning conditions constitutes a problem in their school.	Same as EXTRACT	A higher value indicates that the teaching staff has a greater influence on decisions which affect the instructional processes.
15	TSTAFF (Staff interpersonal relationships)	The teachers indicated the degree to which each of three statements about staff interaction and support constitute a problem in their school.	Same as EXTRACT	The higher value indicates that the teaching staff and other school staff interact better.
16	DISCPROB (Discipline problems)	The teachers indicated the degree to which each of five statements about the discipline procedures of the school constitute a problem for them.	Same as EXTRACT	The higher value indicates that the teaching staff is more satisfied with the way discipline is handled in the school.
17	PAREDUC (Parental education)	The higher level of the following two was used: (1) The students reported the the highest level of formal education attained by their fathers or male guardians. (2) The students reported the highest level of formal education attained by their mothers or female guardians.	8 = Ph.D. or professional degree 7 = Some work toward Ph.D. or professional degree 6 = Master's degree 5 = Bachelor's degree 4 = Some college, vocational, business school after high school 3 = High school graduate 2 = Some high school, but not a graduate 1 = Completed grade school 0 = None or some grade school	A higher value indicates that the school draws students from homes in which at least one of the parents has a higher average level of formal education.

TABLE 4 (Continued)

No.	VARIABLE	MEASURE	WEIGHTING	INDEX DESCRIPTION
18	PAROCC* (Parental occupation)	The highest level of the following two was used: (1) The students reported the occupation most like their fathers' or male guardians found on a list of 148 possible occupations and 6 special categories. (2) The students reported the occupation most like mothers' or female guardians (if employed) on the list of 148 possible occupations and 6 special categories.	The occupational categories were weighted from 1 to 99 according to a combination of education needed to secure the occupation and income derived from the occupation. The higher level was used to allow for family support by either the male or female parent.	A higher value indicates that the school tends to draw a large proportion of its students from homes where the higher level parent is employed in higher-paying jobs requiring higher educational levels.
19	OCDESIRE* (Occupational desire) (Grade 11 only)	From the list of 148 occupations mentioned above, the students reported the occupations most like those they wish to follow when finished in school.	Same weighting used in PAROCC above.	A higher value indicates that the students desire to attain higher paying jobs requiring a higher educational level.
20	OCEXPECT* (Occupational expectation) (Grade 11 only)	From the list of 148 occupations the students reported the occupations most like those they really expect to follow when finished in school.	Same weighting used in PAROCC above.	A higher value indicates the students expect to attain higher paying jobs requiring a higher educational level.
21	PCTGIRLS (Percent girls)	The students indicated their sex.	Expressed in percentage.	A higher value indicates that the school has a greater proportion of girls in the grade level.
22	RESIDE (Type of community)	The students with the aid of the monitor reported the types of communities in which they were then living.	7 = In Philadelphia or Pittsburgh 6 = Inside a large city (100,000 to 500,000 people.) 5 = Inside a medium size city (10,000 to 100,000) 4 = In a suburb of Philadelphia or Pittsburgh 3 = In a suburb of a large city 2 = In a suburb of a medium size city 1 = In a small town (less than 10,000 people.) 0 = In the open country or in a farming community.	A higher value indicates that the students reside in larger areas of dense population, i.e., more removed from open space.
23	PCTWHITE (Percent white students)	The students reported their race.	Expressed in percentage.	A higher value indicates that the school has a greater proportion of white students in the grade level.
24	LIBRARY (Accessibility of library)	The students reported how often they were able to use the school library.	3 = More than three times a week. 2 = Two or three times a week. 1 = Once a week 0 = Never	A higher score indicates that the students report greater accessibility of the library.

*The occupational weightings were updated and no direct comparisons of raw scores can be made to assessments conducted prior to 1978.

TABLE 4 (Continued)

No.	VARIABLE	MEASURE	WEIGHTING	INDEX DESCRIPTION
25	STABLE (Stability of student residence)	The student reported the number of different school buildings attended within the past 3 years because family changed residence.	4 = My family has not moved within the past 3 years 3 = 2 school buildings 2 = 3 school buildings 1 = 4 school buildings 0 = 5 or more school buildings	A higher value indicates that the students come from families which are more stable.
26	FAMSIZE (Family size)	The students reported the number of brothers and sisters they have.	Expressed as average number of siblings.	A higher value indicates that the students of the school come from larger families.
27	FAMORDER (Family order)	The students reported the number of older brothers and sisters they have.	0 = 2 1-2 = 1 3-9 = 0	A higher value indicates that the students of the school are more likely to be the eldest in their families.
28	SPARINT (Student perception of parental interest in school)	The students reported their opinions on three items: (1) My parents enjoy hearing about school. (2) My parents feel the school is doing a good job. (3) My parents support what the school does.	3 = Almost always 2 = Usually 1 = Sometimes 0 = Almost never	A higher value indicates that the students felt their parents have a great interest in the school, a higher opinion of the work of the school, and greater support of the school.
29	HOMEWORK (Amount of homework)	The students reported their estimates of time usually spent on homework from the time they get home from school until they go to bed.	4 = About three hours or more 3 = About two hours 2 = About one hour 1 = Less than one hour 0 = None	A higher value indicates that students of the school spent more time on homework on school nights.
30	TVWATCH (Student time spent watching television)	The students reported their estimates of time usually spent watching television from the time they get home from school until they go to bed.	4 = About five hours or more 3 = About four hours 2 = About three hours 1 = About two hours 0 = About one hour or less	A higher value indicates that students of the school watch more television on school nights.
31	PAREXP (Student perception of parental expectations) (Grades 8 and 11 only)	The students reported their perceptions on: (1) What do your parents encourage you to do? (2) How much schooling do your parents expect you to complete?	For item 1: 3 = To be one of the best students in the class 2 = To be above average student in the class 1 = To be at least an average student 0 = To do just well enough to get by. For item 2: 4 = Beyond college graduation 3 = Graduation from college 2 = Some college or other post-high school training 1 = Graduation from high school 0 = Some high school	A higher score indicates that the students feel that their parents expect them to do well in school and expect them to achieve higher educational levels.

TABLE 4 (Continued)

No.	VARIABLE	MEASURE	WEIGHTING	INDEX DESCRIPTION
32	EDEXPECT (Student educational expectations) (Grades 8 and 11 only)	The students reported how far they expect to go in school.	4 = Beyond college graduation 3 = Graduation from college 2 = Some college or other post-high school training 1 = Graduation from high school 0 = Some high school	A higher score indicates that the students of the school have higher educational expectations.
33	STEACHEX (Student perception of teacher expectations) (Grades 8 and 11 only)	The students reported their perception of their teachers' expectations of them.	3 = One of the best students in the class 2 = Above average in the class 1 = At least an average student 0 = A below average student	A higher score indicates that the students of the school feel that teachers expect more effort from them.
34	HOMEREAD (Reading material in the home)	The students reported on five items the amount of reading materials in the home.	Each item was assigned a weight for the amount of that type of reading materials in the home.	The higher value indicates the students report more reading materials in the home.
35	HOMECLIM (Home climate)	The students reported their opinions on 12 items about home conditions. (3 per form)	Very true of me Mostly true of me Mostly untrue of me Very untrue of me	A higher value indicates that the students have more favorable attitudes toward their home conditions.

TABLE 5

1983 PERCENTILE DISTRIBUTION OF VARIABLES - GRADE 8 SCHOOLS N=237

	PEPCENTILE RANK	1 GRENROLL	2 PCTTILI	3 TUITION	4 TLOCALE	5 TSATPAR	6 TEDUC	7 TEXPER	8 CLSIZE	PERCENTILE RANK
PERCENTILE DISTRIBUTION	95	365	55.0	2902	1.80	2.48	2.31	17.32	28.90	95
	90	315	41.3	2426	1.74	2.36	2.18	16.70	27.96	90
	85	286	37.3	2347	1.69	2.31	2.11	16.26	27.10	85
	80	268	33.8	2347	1.65	2.26	2.07	15.74	26.45	80
	75	250	31.3	2347	1.60	2.19	2.00	15.50	26.17	75
	70	237	27.8	2209	1.58	2.17	1.94	15.32	25.83	70
	65	225	26.3	2102	1.53	2.12	1.91	14.96	25.58	65
	60	200	24.7	2075	1.50	2.09	1.86	14.70	25.27	60
	55	189	22.6	1998	1.46	2.04	1.82	14.51	25.02	55
	50	183	20.7	1940	1.44	2.00	1.79	14.26	24.81	50
	45	170	19.6	1869	1.39	2.00	1.75	13.93	24.55	45
	40	157	18.1	1818	1.34	1.96	1.73	13.73	24.19	40
	35	150	16.5	1791	1.32	1.94	1.67	13.52	23.95	35
	30	139	14.3	1769	1.28	1.90	1.64	13.13	23.39	30
	25	130	12.2	1710	1.23	1.86	1.62	12.87	23.08	25
	20	119	9.7	1666	1.17	1.79	1.58	12.48	22.68	20
	15	100	7.8	1638	1.07	1.72	1.54	12.05	22.24	15
	10	84	6.9	1581	1.00	1.54	1.50	11.55	21.75	10
	5	71	5.0	1536	0.90	1.31	1.42	10.67	20.83	5
STATE MEAN		194	23.5	2014	1.40	2.00	1.82	14.17	24.73	
STANDARD DEVIATION		91	15.1	396	0.28	0.32	0.28	2.14	2.61	

TABLE 5 (Continued)

1983 PERCENTILE DISTRIBUTION OF VARIABLES - GRADE 8 SCHOOLS N=237								
	PERCENTILE RANK	11 EXTRACT	12 TRELATE	13 DISRUPT	14 INFLUENC	15 TSTAFF	16 DISCPROB	PERCENTILE RANK
PERCENTILE DISTRIBUTION	95	12.66	20.40	20.94	22.92	8.44	12.56	95
	90	12.33	19.69	20.70	22.49	8.28	11.96	90
	85	12.11	18.67	20.30	22.17	8.13	11.69	85
	80	11.95	18.29	20.10	21.74	8.00	11.36	80
	75	11.78	17.72	19.89	21.48	7.95	11.11	75
	70	11.61	17.15	19.65	21.17	7.88	11.00	70
	65	11.38	16.68	19.41	20.90	7.78	10.83	65
	60	11.24	16.45	19.16	20.62	7.70	10.63	60
	55	11.11	16.06	18.96	20.34	7.59	10.48	55
	50	10.98	15.67	18.75	20.00	7.46	10.25	50
	45	10.84	15.30	18.57	19.79	7.37	10.00	45
	40	10.65	14.95	18.27	19.55	7.25	9.76	40
	35	10.52	14.68	18.05	19.15	7.08	9.47	35
	30	10.38	14.36	17.88	18.70	6.95	9.22	30
	25	10.25	13.91	17.73	18.00	6.84	8.85	25
	20	9.92	13.33	17.45	17.50	6.63	8.35	20
	15	9.58	12.80	17.00	17.04	6.45	8.00	15
	10	9.21	11.53	16.60	16.51	6.18	6.97	10
	5	8.50	10.03	15.79	15.33	5.77	5.56	5
STATE MEAN		10.87	15.69	18.66	19.75	7.33	9.85	
STANDARD DEVIATION		1.28	3.09	1.63	2.31	0.82	1.98	

TABLE 5 (Continued)

1983 PERCENTILE DISTRIBUTION OF VARIABLES - GRADE 8 SCHOOLS N=237									
	PERCENTILE RANK	17 PAREDUC	18 PAROCC	21 PCTGIRLS	22 RESIDE	23 PCTWHITE	24 LIBRARY	25 STABLE	PERCENTILE RANK
PERCENTILE DISTRIBUTION	95	5.08	78.78	57.61	6.70	99.12	2.38	3.86	95
	90	4.47	73.27	54.44	6.50	98.82	2.27	3.83	90
	85	4.21	67.58	53.13	5.47	98.36	2.21	3.81	85
	80	4.04	66.06	52.41	4.58	97.78	2.13	3.79	80
	75	3.95	63.08	51.75	3.97	97.33	2.07	3.78	75
	70	3.87	61.61	51.09	3.86	96.97	2.01	3.77	70
	65	3.77	60.26	50.64	3.72	96.43	1.95	3.75	65
	60	3.73	59.09	50.00	2.79	95.95	1.92	3.74	60
	55	3.69	58.03	49.46	2.03	95.53	1.88	3.73	55
	50	3.65	56.57	49.07	1.52	94.87	1.82	3.72	50
	45	3.57	54.93	48.57	1.09	94.20	1.77	3.71	45
	40	3.52	54.05	48.28	0.98	93.47	1.72	3.69	40
	35	3.47	53.36	48.09	0.92	91.67	1.68	3.67	35
	30	3.45	52.33	47.40	0.82	89.73	1.62	3.65	30
	25	3.40	51.08	46.30	0.71	86.52	1.54	3.62	25
	20	3.35	49.95	45.63	0.65	81.75	1.49	3.60	20
	15	3.30	48.10	44.85	0.59	71.05	1.37	3.56	15
	10	3.26	46.13	43.86	0.44	56.67	1.29	3.50	10
	5	3.17	42.89	41.76	0.33	26.89	1.10	3.41	5
STATE MEAN		3.77	57.79	49.15	2.54	85.17	1.79	3.69	
STANDARD DEVIATION		0.62	10.56	4.70	2.18	23.59	0.40	0.14	

TABLE 5 (Continued)

1983	PERCENTILE DISTRIBUTION OF VARIABLES - GRADE 8 SCHOOLS										N=237
PERCENTILE DISTRIBUTION	PERCENTILE RANK	26 FAMSIZE	27 FAMORDER	28 SPARINT	29 HOMEWORK	30 TVWATCH	31 PAREXP	32 EDEXPECT	33 STEACHER	34 HOMEREAD	35 HOMECLIM	PERCENTILE RANK
	95	3.28	1.28	6.42	2.36	2.68	6.04	3.07	2.08	12.39	25.85	95
	90	2.99	1.26	6.31	2.25	2.53	5.76	2.84	1.95	12.11	25.44	90
	85	2.89	1.24	6.12	2.12	2.45	5.58	2.76	1.88	11.95	25.28	85
	80	2.79	1.22	6.01	2.05	2.40	5.49	2.69	1.85	11.80	25.11	80
	75	2.70	1.21	5.91	2.00	2.37	5.38	2.63	1.83	11.69	24.95	75
	70	2.61	1.19	5.84	1.98	2.31	5.29	2.56	1.81	11.61	24.81	70
	65	2.53	1.18	5.75	1.94	2.28	5.22	2.51	1.78	11.55	24.68	65
	60	2.49	1.17	5.67	1.91	2.24	5.19	2.48	1.77	11.48	24.49	60
	55	2.43	1.16	5.62	1.88	2.18	5.15	2.44	1.76	11.41	24.41	55
	50	2.38	1.15	5.57	1.85	2.14	5.03	2.40	1.75	11.35	24.32	50
	45	2.34	1.13	5.51	1.83	2.12	4.98	2.35	1.74	11.25	24.24	45
	40	2.32	1.12	5.45	1.79	2.09	4.94	2.33	1.72	11.18	24.13	40
	35	2.27	1.11	5.38	1.77	2.06	4.88	2.28	1.70	11.11	23.98	35
	30	2.22	1.09	5.29	1.75	2.02	4.83	2.24	1.69	11.01	23.77	30
	25	2.18	1.07	5.24	1.72	1.98	4.80	2.19	1.65	10.93	23.64	25
	20	2.14	1.05	5.18	1.67	1.90	4.72	2.16	1.63	10.88	23.53	20
	15	2.10	1.03	5.08	1.64	1.83	4.65	2.09	1.59	10.71	23.36	15
	10	2.03	1.01	4.97	1.57	1.75	4.59	2.04	1.55	10.51	23.19	10
	5	1.91	0.93	4.78	1.52	1.61	4.43	1.95	1.50	10.17	22.86	5
STATE MEAN		2.48	1.13	5.59	1.88	2.15	5.11	2.42	1.76	11.32	24.32	
STANDARD DEVIATION		0.46	0.11	0.52	0.26	0.33	0.49	0.35	0.17	0.65	0.95	

TABLE 6

STATEWIDE ITEM REPLIES FOR SELECTED CONDITION VARIABLES
(By Percentages)
1983

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
5 TSATPAR (Teacher Satisfaction with Relationships with Parents)				
In your teaching situation, how satisfied are you with your relationships with parents and parent groups?	24	54	17	4

	Not a Problem	Moderate Problem	Serious Problem	Critical Problem
11 EXTRACT (Activities External to the Classroom)				
There are too few activities which recognize the talent of our students.	45	37	14	4
There is little emphasis on vocational development.	48	34	12	5
There is no time or place for students and teachers to interact outside of the classroom.	43	39	13	4
Not enough teachers are involved in helping students overcome problems.	35	46	14	4
Not enough teachers actively participate in extracurricular activities.	34	41	17	6
12 TRELATE (Teacher/Student/Parent Relationships)				
The students in this school aren't really interested in learning.	12	60	23	5
Too many of my students are indifferent to school.	13	53	27	6
There is not enough parent-teacher interaction.	22	48	21	8
Too many parents take little or no interest in their children's school work.	8	43	35	14
The quality of teacher-parent interaction is not good.	27	49	17	5
When a problem arises involving a community group, the teachers have little input into the solution.	23	42	24	10
The parents do not support what the school does.	24	51	18	6
The parents do not place a high value on education.	18	48	25	8
Students in this school have poor study habits.	4	38	39	18
13 DISRUPT (Factors Disruptive to Classroom Management)				
The different races or ethnic groups don't get along well together.	77	20	2	1
The achievement levels of my students are too heterogeneous.	30	48	16	5
Health and nutrition problems seem to affect the learning of my students.	49	39	8	3
The emphasis on athletics in this school disrupts classroom learning.	56	31	9	4
The competition for grades at this school puts too much pressure on students.	69	27	3	1
My students are chronically absent from school.	38	47	10	4
There are too many outside interruptions during class periods.	37	41	13	8
I have to spend too much time on non-instructional duties.	40	38	14	7
14 INFLUENC (Teacher Influence Upon Instructional Decisions)				
Physical facilities of this school limit the kinds of programs provided for students.	42	34	15	10
I work with too many students each day.	43	34	13	9
Lack of freedom to teach the way I want to makes me less effective with my students.	77	16	4	2
Teachers have little control over matters such as textbook selection, curriculum and instructional programs.	64	26	6	4
When new curriculum programs are initiated, I am not consulted or trained.	57	28	9	5
My teaching is limited by the quality of, or lack of, instructional equipment and materials.	50	34	11	5
Having to teach special education students in regular classes is a problem.	48	31	13	8
There is too little teacher input in solving administrative problems.	28	42	18	10
In-service education provided by the district does not meet my needs.	23	36	23	17

TABLE 8 (Continued)

	Not a Problem	Moderate Problem	Serious Problem	Critical Problem
15 TSTAFF (Staff Interpersonal Relationships)				
The support staff in this school is not cooperative.	69	22	6	2
The teachers don't seem to be able to work well together.	63	28	6	2
There is little interaction among teachers in this school, i.e. everyone is doing his/her own thing.	39	43	12	5
16 DISCPROB (Discipline Problems)				
Too much time is spent on discipline problems.	39	37	14	9
The values held by the students are in conflict with those of the school.	21	49	21	8
Too little support on discipline is provided by administrators.	49	30	12	8
Too little support on discipline is given by the parents.	13	44	28	14
Disruption of my class(es) by students is a continuing frustration.	41	38	13	8

	Almost Always	Usually	Sometimes	Almost Never
28 SPARINT (Student Perception of Parental Interest in School)				
My parents enjoy hearing about school.	46	28	21	5
My parents feel the school is doing a good job.	26	40	26	7
My parents support what the school does.	17	36	35	11

29 HOMEWORK (Amount of Homework)	
From the time you get home from school until you go to bed, how much time do you usually spend on homework?	
About three hours (or more)	5
About two hours	19
About one hour	39
Less than one hour	28
None	7

30 TVWATCH (Student Time Spent Watching Television)	
From the time you get home from school until you go to bed, how much time do you usually spend watching TV?	
About five hours (or more)	23
About four hours	18
About three hours	23
About two hours	21
About one hour (or less)	15

31 PAREXP (Student Perception of Parental Expectations)	
What do your parents encourage you to do?	
To be one of the best students in the class	24
To be an above average student in the class	36
To be at least an average student	30
To do just well enough to get by	5
I can't say	5
How much schooling do your parents expect you to complete?	
Beyond college graduation	12
Graduation from college	41
Some college or other post-high school training	10
Graduation from high school	34
Some high school	1

32 EDEXPECT (Student Educational Expectations)	
How far do you expect to go in school?	
Beyond college graduation	18
Graduation from college	40
Some college or other post-high school training	14
Graduation from high school	25
Some high school	2

33 STEACHEX (Student Perception of Teacher Expectations)	
What do your parents encourage you to do?	
One of the best students in the class	14
Above average in the class	31
At least an average student	30
A below average student	1
Don't know	23

TABLE 7

CORRELATION COEFFICIENTS BETWEEN
SCHOOL CONDITION VARIABLE SCORES AND SCHOOL SCORES
GRADE 8, 1983 NORMATIVE GROUP, N=237

	SE	UO	RC	W	N	IS	SR	KL	HP	C	CA	AH	KH	IU*
1. GRENROLL							-.33		-.21	.30				
2. PCTTILI	-.23	-.60	-.66	-.71	-.74			-.63			-.73	.54	-.70	-.70
3. TUITION	.14					.18	-.30	.14	-.19	.40	-.17			
4. TLOCALE		-.17	-.22	-.18	-.22						-.16			-.23
5. TSATPAR	.32	.51	.54	.57	.55	.22		.49			.50	-.27	.51	.51
6. TEDUC	.14	-.19	-.25	-.16			-.33	-.19	-.23	.49	-.22	.16		-.15
7. TEXPER														
8. CLSIZE		-.28	-.29	-.23	-.24			-.19			-.21		-.21	-.28
11. EXTRACT	.22	.36	.44	.47	.43	.21		.37			.40	-.26	.37	.43
12. TRELATE	.43	.54	.58	.63	.64	.28		.54			.55	-.23	.59	.58
13. DISRUPT	.24	.47	.53	.54	.51		.15	.48	.14	-.20	.52	-.26	.49	.50
14. INFLUENC	.21	.44	.54	.53	.49	.21	.17	.45	.18	-.19	.47	-.25	.44	.51
15. TSTAFF	.25	.39	.46	.46	.42	.15		.42	.18	-.15	.42	-.20	.39	.45
16. DISCPROB	.31	.57	.65	.62	.63	.22	.26	.58	.21	-.22	.60	-.28	.55	.61
17. PAREDUC	.34	.50	.49	.57	.62		-.18	.50		.29	.52	-.24	.64	.57
18. PAROCC	.32	.44	.48	.57	.63		-.23	.46		.27	.54	-.32	.62	.58
21. PCTGIRLS														
22. RESIDE		-.48	-.56	-.48	-.41		-.47	-.50	-.30	.59	-.54	.31	-.34	-.47
23. PCTWHITE		.63	.69	.68	.62		.29	.65	.15	-.53	.69	-.55	.51	.62
24. LIBRARY	.16	.31	.34	.28	.29	.17	.25	.23	.22	-.16	.26		.24	.27
25. STABLE	.21	.57	.60	.56	.51		.42	.56	.33	-.52	.61	-.25	.52	.55
26. FAMSIZE	-.27	-.45	-.47	-.56	-.55			-.53			-.59	.42	-.58	-.50
27. FAMORDER	.27	.40	.46	.54	.50			.49			.54	-.34	.52	.48
28. SPARINT	.65	.49	.51	.52	.52	.65	.22	.41	.21		.42		.48	.52
29. HOMEWORK	.40	.18		.19	.23	.31		.15		.37		.22	.31	.21
30. TVWATCH	-.25	-.61	-.69	-.68	-.67	-.22	-.15	-.55			-.61	.27	-.57	-.69
31. PAREXP	.41				.17	.19	-.25			.53		.18	.27	
32. EDEXPECT	.43	.18		.21	.26	.19	-.24	.18		.50	.17		.35	.21
33. STEACHEX	.20	-.25	-.34	-.29	-.23	.22	-.14	-.33		.54	-.36	.45	-.16	-.29
34. HOMEREAD	.40	.63	.62	.67	.68	.20		.58	.14		.64	-.22	.67	.66
35. HOMECLIM	.43					.47	.21		.29			.37		

Note: All correlation coefficients have been rounded to two decimal places.
Only $r \geq .14$ are printed because:
$r \geq .14$ is significant at the .05 level.
$r \geq .18$ is significant at the .01 level.

*See Table 2 on page 10 for area descriptors.

TABLE 8

CORRELATION COEFFICIENTS AMONG SCHOOL CONDITION VARIABLE SCORES GRADE 8, 1983 NORMATIVE GROUP, N=237

	1	2	3	4	5	6	7	8	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
1. GRENROLL																																
2. PCTITLI																																
3. TUITION	.28																															
4. TLOCALE		.27																														
5. TSATPAR		-.53		-.15																												
6. TEDUC	.20		.46																													
7. TEXPER						.24																										
8. CLSIZE	.16			.22		.24																										
11. EXTRACT		-.35		-.21	.63		-.21																									
12. TRELATE		-.55	.14	-.16	.86				.70																							
13. DISRUPT		-.42			.66	-.20			.67	.72																						
14. INFLUENC		-.40		-.22	.63	-.19		-.29	.68	.68	.75																					
15. TSTAFF		-.30			.53		-.17		.66	.59	.67	.68																				
16. DISCPROB		-.52		-.15	.73	-.19		-.19	.60	.80	.77	.76			.61																	
17. PAREDUC	.25	-.54	.30	-.18	.44	.28			.28	.59	.24	.32			.25	.34																
18. PAROCC	.30	-.68	.33	-.26	.48	.30			.37	.61	.35	.34			.25	.35	.87															
21. PCTGIRLS								.22																								
22. RESIDE	.33	.37	.44	.20	-.18	.60	.17	.26			-.21		-.34	-.32	-.20	-.40																
23. PCTWHITE	-.15	-.55	-.38		.36	-.46		-.29			.30	.29	.42	.38	.31	.50	.14			-.73												
24. LIBRARY		-.21		-.26	.21	-.28		-.33			.22	.25	.32	.34	.27	.40				-.37	.24											
25. STABLE	-.36	-.39	-.26		.28	-.38			.21	.21	.15	.23	.33	.24	.16	.39				-.60	.55	.17									
26. FAMSIZE		.62			-.40						-.26	-.47	-.34	-.27	-.19	-.39	-.58	-.63		.17	-.38		-.33								
27. FAMORDER		-.54			.34						.21	.42	.29	.24	.18	.34	.53	.60		-.16	.34		.28	-.88							
28. SPARINT		-.35	.25		.48						.35	.59	.32	.39	.31	.45	.51	.49				.19	.18	-.27	.29						
29. HOMEWORK			.33		.15	.39						.30					.54	.50		.31	-.32			-.22	.24	.39					
30. TVWATCH		.55		.28	-.45			.41	.22	.22	-.37	-.51	-.35	-.42	-.31	-.46	-.53	-.53		.31	-.51	-.30	-.29	.25	-.27	-.49	-.18				
31. PAREXP	.22		.44		.17	.52	.16	.16				.33					.71	.60		.50	-.40		-.16	-.35	.34	.43	.64				
32. EDEXPECT	.26	-.19	.42		.20	.50		.15	-.19	-.19		.37					.77	.68		.45	-.33		-.14	-.43	.40	.44	.64	-.16	.94		
33. STEACHEX		.26	.31			.38	.16	.24			-.17		-.24	-.21	-.18	-.21	.19			.57	-.60		-.36			.20	.42	.20	.65	.51	
34. HOMEREAD		-.64		-.21	.55				-.23	-.23	.35	.61	.45	.39	.31	.49	.72	.73		-.20	.32	.21	.35	-.54	.49	.57	.41	-.57	.42	.47		
35. HOMECLIM			.15	.19													.15				-.14					.40	.17		.32	.30	.22	

Note: All correlation coefficients have been rounded to two decimal places.
Only $r \geq .14$ are printed because:
$r \geq .14$ is significant at the .05 level.
$r \geq .18$ is significant at the .01 level.

CRITERION-REFERENCED SCORING

Another way of viewing EQA results is to compare them to a criterion, or standard, rather than to a norm, or average score.

Criteria chosen for the EQA report are at three levels: one third of the items answered in a positive way, a majority (one more than half of the items) in a positive way, and two-thirds of the items in a positive direction.

For cognitive scales "positive" simply means "correct." However, for the non-cognitive scales a dichotomized approach was applied; the student's response is considered either positive or non-positive. For example, consider an item from the self-esteem instrument:

I am able to mix well with other people.

A.	Strongly Agree	(Positive)
B.	Mostly Agree	(Positive)
C.	Mostly Disagree	(Non-positive)
D.	Strongly Disagree	(Non-positive)

For the middle criterion level, if a student answers a majority of the 11 self-esteem items of his/her form (six or more) positively, that student is said to have reached that criterion level. The number of such students is then tallied for the school and expressed as a per cent of all the students completing the inventory. For example, 65 per cent of a school's students have reached the middle criterion; conversely, 35 per cent of the students don't answer even a majority of the items positively. Accepting this criterion, it might be concluded for this school that 35 per cent of the students do not have a positive self-esteem.

In the school report, the per cent of students in the school responding positively to a majority of items (one more than half of the items positive) is given for each measured area and the per cent of students statewide at the corresponding level is presented for comparison. Also, similar information is presented for the two other criterion levels – the more stringent (two thirds) or less rigorous (one-third) criterion.

SCORE DISTRIBUTIONS

It is possible for two very different groups of students to obtain the same mean score on any of the EQA scales. A school with a large number of average students and a school with about half low-scoring students and half high-scoring students could have the same mean score. Since such possibilities exist, it may be wise to look at score distributions within each building. Therefore, the distribution of scores for each area measured is included in the school report.

For each performance area measured, a graphic presentation of the distribution of scores is presented on pages 8 and 9 of the school report. The actual percentage of students scoring at a specific point or within a given range is printed to the right of each graph.

Statewide normative group data are presented on the following pages so that a comparison of the school's distribution to that of the state can be made. In most cases, a school's distribution with more student scores at the lower end of the scale than in the state distribution represents a lower percentile score and, conversely, one with more scores at the upper end represents a higher percentile score.

From these distributions, it can be determined if there is a large group of average students or if there are large numbers of low-scoring students who may need an improvement program. Often the approach taken in curriculum design or curriculum change can differ in relationship to these distributions.

GRADE 8—STATEWIDE

1983 DISTRIBUTION OF STUDENT OUTCOMES BY SCORE CATEGORY WITHIN AREAS

SCORE	SELF-ESTEEM	PCT.
0-2	*	0
3-4	*X	1
5-6	*X	1
7-8	*XX	3
9-10	*XXXX	7
11-12	*XXXXXXX	13
13-14	*XXXXXXXXXX	19
15-16	*XXXXXXXXXXXX	23
17-18	*XXXXXXXXX	17
19-20	*XXXXX	10
21-22	*XX	4
23-24	*X	1

SCORE	UNDERSTANDING OTHERS	PCT.
0-3	*	0
4-6	*	0
7-9	*	0
10-12	*X	1
13-15	*XX	3
16-18	*XXXX	8
19-21	*XXXXXXXX	16
22-24	*XXXXXX	11
25-27	*XXXX	8
28-30	*XXXXX	10
31-33	*XXXXX	10
34-36	*XXXXXXX	13
37-39	*XXXXXX	11
40-42	*XXXXX	9

SCORE	READING COMPREHENSION	PCT.
0	*X	1
1	*XX	3
2	*XXX	6
3	*XXXX	8
4	*XXXXX	10
5	*XXXXX	9
6	*XXXXX	9
7	*XXXXX	10
8	*XXXXXX	11
9	*XXXXXX	11
10	*XXXXX	10
11	*XXXX	8
12	*XXX	5

SCORE	CREATIVE ACTIVITIES	PCT.
0-3	*XXXXXX	11
4-6	*XXXXXXXX	15
7-9	*XXXXXXXXX	17
10-12	*XXXXXXXX	15
13-15	*XXXXXX	12
16-18	*XXXXXX	11
19-21	*XXXXX	9
22-24	*XXX	5
25-27	*X	2
28-30	*X	1
31-33	*	0
34-36	*	0
37-39	*	0
40-42	*	0

SCORE	KNOWLEDGE OF LAW / GOVT.	PCT.
0	*X	1
1	*X	2
2	*XXX	5
3	*XXXX	8
4	*XXXXX	10
5	*XXXXX	12
6	*XXXXX	12
7	*XXXXXX	13
8	*XXXXXX	13
9	*XXXXX	11
10	*XXXX	8
11	*XX	3

SCORE	HEALTH/SAFETY PRACTICES	PCT.
0-3	*	0
4-6	*X	1
7-9	*X	2
10-12	*XX	4
13-15	*XXXX	8
16-18	*XXXXXX	14
19-21	*XXXXXXXXX	19
22-24	*XXXXXXXXX	19
25-27	*XXXXXXX	16
28-30	*XXXXX	10
31-33	*XXX	5
34-36	*X	2

SCORE	SOCIETAL RESPONSIBILITY	PCT.
0-2	*X	1
3-4	*X	1
5-6	*X	2
7-8	*XX	4
9-10	*XXXX	7
11-12	*XXXXXX	13
13-14	*XXXXXXX	15
15-16	*XXXXXXX	15
17-18	*XXXXXXX	15
19-20	*XXXXXX	13
21-22	*XXXXX	10
23-24	*XX	4

SCORE	CAREER AWARENESS	PCT.
0	*	0
1	*X	2
2	*XXX	5
3	*XXXX	8
4	*XXXXXX	11
5	*XXXXXX	14
6	*XXXXXXX	16
7	*XXXXXXXX	17
8	*XXXXXX	14
9	*XXXXX	9
10	*XX	3

SCORE	INFORMATION USAGE	PCT.
0	*XX	3
1	*XXXXX	10
2	*XXXXXXX	15
3	*XXXXXXXX	17
4	*XXXXXXXX	18
5	*XXXXXXX	15
6	*XXXXX	12
7	*XXXX	7
8	*X	2

GRADE 8—STATEWIDE

1983 DISTRIBUTION OF STUDENT OUTCOMES BY SCORE CATEGORY WITHIN AREAS

SCORE	WRITING	PCT.
	0----1----2----3----4----5-	
0	*	0
1	*	0
2	*X	1
3	*X	2
4	*XX	4
5	*XXX	5
6	*XXXX	7
7	*XXXX	8
8	*XXXXX	9
9	*XXXXXX	11
10	*XXXXXX	12
11	*XXXXXX	12
12	*XXXXXX	11
13	*XXXXX	9
14	*XXX	6
15	*X	2
	0----1----2----3----4----5-	

SCORE	MATHEMATICS	PCT.
	0----1----2----3----4----5-	
0	*	0
1	*X	1
2	*XX	3
3	*XXX	5
4	*XXXX	7
5	*XXXXX	9
6	*XXXXX	10
7	*XXXXX	10
8	*XXXXX	10
9	*XXXXX	10
10	*XXXXX	9
11	*XXXXX	9
12	*XXXX	7
13	*XXX	5
14	*XX	3
15	*X	1
	0----1----2----3----4----5-	

SCORE	INTEREST IN SCHOOL/LRNG.	PCT.
	0----1----2----3----4----5-	
0-2	*	0
3-4	*X	1
5-6	*X	2
7-8	*X	2
9-10	*XX	4
11-12	*XXXX	7
13-14	*XXXXX	10
15-16	*XXXXXXX	14
17-18	*XXXXXXXXX	17
19-20	*XXXXXXXX	16
21-22	*XXXXXX	12
23-24	*XXXX	8
25-26	*XX	4
27-28	*X	2
29-30	*X	1
	0----1----2----3----4----5-	

SCORE	APPRECIATING HUMAN ACC.	PCT.
	0----1----2----3----4----5-	
0-3	*X	1
4-6	*X	1
7-9	*X	1
10-12	*X	2
13-15	*X	2
16-18	*XX	4
19-21	*XXX	5
22-24	*XXX	6
25-27	*XXXX	8
28-30	*XXXXX	10
31-33	*XXXXXX	11
34-36	*XXXXXX	12
37-39	*XXXXX	10
40-42	*XXXX	8
43-45	*XXX	6
46-48	*XXX	5
49-64	*XXXX	8
	0----1----2----3----4----5-	

SCORE	KNOWLEDGE HUMAN ACC.	PCT.
	0----1----2----3----4----5-	
0	*X	1
1	*X	2
2	*XX	4
3	*XXX	6
4	*XXXX	7
5	*XXXXX	9
6	*XXXXX	10
7	*XXXXXX	11
8	*XXXXXX	11
9	*XXXXXX	11
10	*XXXXX	10
11	*XXXX	8
12	*XXX	6
13	*XX	3
14	*X	1
15	*X	1
	0----1----2----3----4----5-	

ITEM RESPONSE DATA

Item response data is information on the per cent of students responding to each of the possible answers for each item on the battery. It can be useful for diagnostic purposes and needs assessment.

Item response data can be used as an absolute scale, since the per cent of students responding to each of the options can be viewed for the facts it presents. For example, if 50 per cent of the students of a school respond *strongly disagree* and another 25 per cent respond *mostly disagree* to the item *"I like school,"* the school administrator knows that many students are unhappy about their school experiences.

Item response data can also be used for comparison. The statewide item data are needed for this purpose.

School Item Response Data

In the school report, item response data are presented by area by form. For noncognitive scales, as in Figure 1 below, the percentages are given for each response, and an asterisk (*) signifies the end of the continuum representing the most positive approach to the item. For the Figure 1 example, the response options for the area *Interest in School and Learning* are (1) Strongly agree, (2) Mostly agree, (3) Mostly disagree, and (4) Strongly disagree. Therefore, 30 percent of the students gave the *strongly agree* response to Item 1 on Form A, 54 per cent gave a *mostly agree* response and so on. The asterisk indicates that *strongly agree* is the most positive response. This Grade 11 item (found with the statewide item data) is *"When I make a mistake, my teachers correct me without hurting my feelings."* The differing position of the asterisk for Item 5 indicates that the "strongly disagree" response is the most positive. That item is negatively worded - *"I feel unhappy about my school work."*

FIGURE 1

Item Frequency Analysis for Interest in School and Learning

			Per Cent Response by Option			
FORM	**ITEM**	**OMIT**	1	2	3	4
A	1	0	30*	54	10	6
	2	1	23*	51	18	8
	3	0	37*	43	18	2
	4	1	20*	25	25	29
	5	2	40	26	23	11*
	.					
	.					
	.					
	10					

For cognitive scales in the school report, the *correct* answer is marked with an asterisk(*). The per cent of students responding to each of the distractors (wrong answers) is also given. This permits further diagnosis when comparisons are made with the actual items. Test copies will be available for this purpose upon request and justification.

Using Statewide Item Data for Comparisons

The statewide item data are also organized according to area by form. For the noncognitive areas, items are given with the per cent responding to each option. The asterisk (*) signifies the most positive response. For the cognitive areas, the concept and/or the classification of each item is given with the per cent correct.

For noncognitive scales, the following process can be used to identify items which contribute most heavily to a low area score. First, compute the percentage of positive item responses in a school report by adding the percentages for those options which represent a positive response to the item. From this school figure, subtract the statewide percentage of positive responses determined in the same manner from the statewide item data. A positive value shows that the percentage of students in the building answering in a positive direction exceeded the state figure. Conversely, a negative value indicates that the percentage of students in the building answering in a positive direction is *lower* than the state figure. Those items with the larger negative values are the best candidates for close examination since they probably represent the areas of need. On the other side of the ledger, strong points are suggested by the items having the larger positive values. Figure 2 is an illustration of this procedure.

FIGURE 2

Item	School X	Statewide	Difference
1	84	77	7
2	74	75	- 1
3	80	74	6
4	45	43	2
5	34	47	- 13
.	.	.	.
.	.	.	.
.	.	.	.

Using the data from Figure 1, the percentage of positive responses has been computed and is displayed under the column labeled *"School X."* The adjacent statewide figures came from the state item data. The illustration shows that either positive values or only minor negative values exist for items 1 to 4. Item 5, showing a negative value of 13 percentage points, suggests an area of probable weakness that should be considered for examination.

The same process can be used for cognitive scales. Per cent positive in these cases would simply be per cent correct.

Item analysis processes, which give further direction and which group items according to topics with an area, are available from the EQA office.

STATEWIDE ITEM DATA

SELF-ESTEEM

Form A	Strongly Agree	Mostly Agree	Mostly Disagree	Strongly Disagree
1. When I make a mistake, my teachers correct me without hurting my feelings.	24*	55	13	8
2. I don't like to tell my ideas in class if I think others will disagree with me.	28	35	23	14*
3. I am able to do many things well in school.	30*	55	10	5
4. When things go wrong for me, it is usually someone else's fault.	8	16	52	24*
5. My teachers expect better work from me than I am able to do.	19	27	38	16*
6. I feel accepted by my classmates.	35*	46	11	7
7. My teachers usually ignore me.	7	15	45	32*
8. I am good at picking out the right things to study.	15*	52	21	12

Form B				
1. I can give a good report in front of the class.	17*	46	23	14
2. Getting good grades depends more on how the teacher feels about me than on how well I do my work.	10	18	35	36*
3. I often become discouraged in school.	16	30	41	13*
4. I am able to mix well with other people.	33*	51	11	5
5. In class I often feel "put down" by my teachers.	9	15	46	30*
6. I feel that my classmates do not consider me to be important.	11	19	41	28*
7. I feel that my ideas are considered worthwhile by my teachers.	11*	47	28	13
8. When I do well in school, it is more often a matter of luck than effort.	8	11	35	45*

Form C	Strongly Agree	Mostly Agree	Mostly Disagree	Strongly Disagree
1. My classmates think I have good ideas.	10*	59	23	8
2. I have a low opinion of my learning ability.	6	16	39	38*
3. My teachers listen to what I have to say.	18*	52	19	11
4. If I don't do well at something in class, it's usually because I didn't try hard enough.	31*	42	17	9
5. I am usually one of the last to be chosen for a group activity.	15	18	38	29*
6. I feel unhappy about my schoolwork.	12	23	43	23*
7. I feel accepted by most of my teachers.	23*	53	14	9
8. I often need someone to help me do my schoolwork.	8	17	42	32*

Form D				
1. I'm proud of my schoolwork.	24*	58	13	5
2. I do not make friends as easily as most other people.	8	18	37	36*
3. I feel that my teachers understand me.	13*	52	23	11
4. Having bad luck keeps me from doing better in class.	8	14	32	45*
5. I often feel that others are better liked than I am.	22	34	30	13*
6. I feel that my classmates have confidence in me.	15*	53	21	10
7. My teachers sometimes make me feel that I'm not good enough.	16	26	37	21*
8. I'm the sort of person who can't do anything in school really well.	8	15	35	41*

UNDERSTANDING OTHERS

Form A

	Yes	I think so	I don't know	I don't think so	No
A classmate of yours invites you to go with him or her to an interesting club activity at your school. Only club members and their guests may attend.					
Would you want to go if the classmate is:					
1. A student much richer than you?	41*	23	21	6	9
2. A student whose skin color is different from yours?	48*	23	16	5	7
3. A student who belongs to a religion which you do not belong to?	49*	23	15	6	7
4. A student from another country who doesn't speak English very well?	37*	25	21	8	8
5. A student who is made fun of by many people because of the way he or she looks?	22*	21	27	13	17
For one of your classes each student has been asked to do a project. The teacher chooses several students to judge them.					
Would you mind if the person who judges your project is:					
6. A student who is made fun of by many people because of the way he or she looks?	16	10	15	13	46*
7. A student who is very much like you, but whose skin color is different from yours?	12	9	9	12	58*
8. A student much richer than you?	13	11	13	14	49*
9. A student from another country whose way of life is very different from ours?	12	10	18	17	43*
10. A student who believes things about God and religion which you do not believe?	12	9	15	13	51*

Form B

You need help in planning a class play. All of the students listed below know a lot about plays.					
Would you want a student to help you who:					
1. Is much poorer than you?	38*	18	18	9	17
2. Is from another country whose way of life is very different from ours?	36*	25	21	9	9
3. Is made fun of by many people because of the way he or she looks?	25*	23	27	12	12
4. Has skin which is a different color from yours?	52*	22	14	4	7
5. Believes things about God and religion which you do not believe?	44*	23	19	6	7
Would you mind sitting in class beside a student who:					
6. Is made fun of by many people because of the way he or she looks?	18	15	22	15	29*
7. Has skin which is a different color from yours?	16	11	11	12	51*
8. Is much poorer than you?	15	11	14	14	46*
9. Believes things about God and religion which you do not believe?	16	11	15	14	44*
10. Is from another country whose way of life is very different from ours?	16	11	13	13	47*

Form C

	Yes	I think so	I don't know	I don't think so	No
In one of your classes your teacher has selected a number of your classmates to head committees. Each committee will work on a project for a few weeks.					
Would you mind if the person who heads your committee is:					
1. A student much richer than you?	9	7	12	16	56*
2. A student who belongs to a religion that you do not belong to?	6	7	10	13	64*
3. A student from another country whose way of life is very different from ours?	9	8	14	18	50*
4. A student who has few friends because of the way he or she looks?	11	10	20	20	39*
5. A student who is very much like you, but whose skin color is different from yours?	8	7	9	12	64*
Suppose each person listed below is in your class. Each of them wants to become a good friend of yours.					
Would you want to become friends with:					
6. A student much richer than you?	54*	20	16	4	6
7. A student who believes things about God and religion which you do not believe?	44*	23	19	[illegible]	7
8. A student from another country whose way of life is very different from ours?	47*	23	17	6	7
9. A student who has few friends because of the way he or she looks?	26*	20	30	11	13
10. A student whose skin color is different from yours?	54*	20	12	4	8

Form D

In your school each student must share a locker with another student.					
Would you mind if the person who shares a locker with you is:					
1. A student whose skin color is different from yours?	11	6	10	11	61*
2. A student from another country whose way of life is very different from ours?	9	6	16	18	49*
3. A student who is made fun of by many people because of the way he or she looks?	15	12	23	20	31*
4. A student who belongs to a religion which you do not belong to?	10	7	11	11	61*
5. A student much poorer than you?	10	8	13	12	56*
Your class is going to elect a class president.					
Would you be willing to nominate:					
6. A student much poorer than you?	51*	15	17	6	11
7. A student who belongs to a religion which you do not belong to?	57*	17	13	5	8
8. A student whose skin color is different from yours?	60*	15	11	5	9
9. A student from another country whose way of life is very different from ours?	46*	20	18	6	10
10. A student who is made fun of by many people because of the way he or she looks?	28*	17	26	11	18

COMMUNICATION SKILLS: READING COMPREHENSION

Form A	Percent Correct
1. I-Using supporting details	72
2. I-Drawing conclusions	68
3. I-Drawing conclusions	59
4. I-Inferring main idea	63
5. I-Drawing conclusions	70
6. I-Using supporting details	56
7. I-Using supporting details	51
8. I-Inferring main idea	63
9. I-Using supporting details	78
10. I-Using supporting details	56
11. I-Using supporting details	48
12. I-Drawing conclusions	52

Form B	Percent Correct
1. I-Drawing conclusions	47
2. I-Drawing conclusions	61
3. I-Drawing conclusions	57
4. L-Identifying supporting details	73
5. I-Using supporting details	65
6. I-Inferring cause and effect	68
7. I-Using supporting details	63
8. I-Inferring main idea	54
9. I-Using supporting details	45
10. I-Drawing conclusions	39
11. L-Identifying main idea	44
12. I-Using supporting details	55

Form C	Percent Correct
1. I-Inferring main idea	77
2. I-Inferring cause and effect	56
3. I-Inferring main idea	46
4. I-Drawing conclusions	45
5. I-Drawing conclusions	64
6. I-Drawing conclusions	58
7. IW-Inferring meaning/multiple meaning word	48
8. I-Inferring cause and effect	32
9. I-Using supporting details	47
10. I-Drawing conclusions	63
11. I-Using supporting details	47
12. I-Drawing conclusions	52

Form D	Percent Correct
1. I-Using supporting details	65
2. L-Identifying cause and effect	53
3. L-Identifying main idea	69
4. I-Drawing conclusions	78
5. I-Using supporting details	75
6. IW-Inferring meaning/multiple meaning word	49
7. IW-Inferring word meaning	61
8. I-Using supporting details	26
9. I-Using supporting details	59
10. I-Inferring main idea	61
11. I-Inferring main idea	40
12. I-Drawing conclusions	39

Code

L - Literal comprehension - students must identify main ideas, cause and effect or supporting details explicitly stated in a passage

IW - Word meaning/contextual analysis - students must use context clues to infer the (appropriate) meaning of a (multiple-meaning) word

I - Inferential comprehension - students must take the meaning of a passage beyond explicit ideas by inferring main ideas, using supporting details, inferring cause and effect, drawing conclusions, predicting outcomes, determining author's point of view, or making judgments

COMMUNICATION SKILLS: WRITING SKILLS

Form A	Percent Correct
1. Capitalization; punctuation	54
2. Punctuation	40
3. Rewriting sentences	76
4. Distinguishing between sentences and fragments or run-ons	82
5. Combining sentences	76
6. Combining sentences	52
7. Combining sentences	66
8. Combining sentences	38
9. Using connective words	55
10. Using connective words	51
11. Ordering sentences	63
12. Determine relevance of sentences or ideas	42
13. Determine relevance of sentences or ideas	68
14. Choosing appropriate language for a given purpose	72
15. Determine relevance of sentences or ideas	70

Form C	Percent Correct
1. Word usage	75
2. Word usage	62
3. Rewriting sentences	68
4. Rewriting sentences	58
5. Distinguishing between sentences and fragments or run-ons	81
6. Rewriting sentences	70
7. Combining sentences	53
8. Using connective words	57
9. Using connective words	47
10. Ordering sentences	47
11. Ordering sentences	65
12. Choosing appropriate sentence to introduce or develop a paragraph	75
13. Choosing appropriate language for a given audience	79
14. Choosing appropriate language for a given audience	80
15. Choosing appropriate language for a given purpose	38

Form B	Percent Correct
1. Capitalization	57
2. Punctuation	63
3. Distinguishing between sentences and fragments or run-ons	77
4. Rewriting sentences	76
5. Rewriting sentences	67
6. Combining sentences	66
7. Combining sentences	57
8. Using connective words	62
9. Using connective words	71
10. Choosing appropriate sentence to introduce or develop a paragraph	79
11. Ordering sentences	71
12. Choosing appropriate sentence to introduce or develop a paragraph	64
13. Choosing appropriate sentence to introduce or develop a paragraph	49
14. Choosing appropriate language for a given purpose	49
15. Choosing appropriate sentence to introduce or develop a paragraph	39

Form D	Percent Correct
1. Word usage	69
2. Word usage	69
3. Distinguishing between sentences and fragments or run-ons	78
4. Distinguishing between sentences and fragments or run-ons	73
5. Rewriting sentences	62
6. Rewriting sentences	36
7. Combining sentences	80
8. Combining sentences	62
9. Using connective words	66
10. Using connective words	58
11. Choosing appropriate sentence to introduce or develop a paragraph	56
12. Ordering sentences; determine relevance of sentences or ideas	57
13. Ordering sentences; determine relevance of sentences or ideas	46
14. Choosing appropriate language for a given purpose	78
15. Choosing appropriate language for a given purpose	39

MATHEMATICS

Form A	Concept Name	Problem Type	Percent Correct
1.	Multi-digits used in multiplication with renaming	X	81
2.	Addition with exact decimal fraction notation	X	82
3.	Two sequential operations	X	73
4.	Equivalent mixed numeral notation	X	87
5.	Multiplication with common fraction notation	X	76
6.	Triangles	Y	42
7.	Metric units for meters or less	Y	59
8.	Decimal fractions	Y	57
9.	Relations and functions	Z	28
10.	Powers and roots	X	23
11.	Perimeter or circumference of simple closed curves	Z	40
12.	Least common multiple	X	23
13.	Weight in metric units	Z	38
14.	Computation related to percent	Z	45
15.	Frequency tables, charts, graphs (bar, line, circle, dot, picture, etc.)	Z	50

Form B	Concept Name	Problem Type	Percent Correct
1.	Multi-digits used in multiplication with renaming	Z	72
2.	Multiplication with decimal fraction notation	X	74
3.	Two sequential operations	X	59
4.	Subtraction with common fraction notation, equal denominators(like fractions)	X	68
5.	Computation related to percent; multi-digits used in subtraction with renaming; multi-digits used in addition with renaming	Z	42
6.	Equivalent decimal fraction notation with terminating decimals	X	73
7.	Quadrilaterals	Y	50
8.	Exponential notation	Y	48
9.	Addition computation	X	59
10.	Area of plane figures	Z	33
11.	Frequency tables, charts, graphs (bar, line, circle, dot, picture, etc.)	Z	66
12.	Multiples	X	52
13.	Weight in metric units	Y	39
14.	Proportion (including rate pairs)	Z	68
15.	Logic in depth	Z	35

X = Computation Y = Concepts Z = Problem solving

Form C	Concept Name	Problem Type	Percent Correct
1.	Ordering non-negative rational numbers: greater than; less than; equal to; not equal to; between	Y	64
2.	Reasoning	Z	73
3.	Greatest common factor	X	84
4.	Division by ten or greater numbers	X	70
5.	Subtraction with common fraction notation, unequal denominators (unlike fractions)	X	54
6.	Distance in metric units for lengths longer than a meter	Y	32
7.	Equivalent percent notation	Y	53
8.	Division with decimal fraction notation	X	60
9.	Circles	Y	20
10.	Kinds of angles	Y	60
11.	Equivalent common fraction notation	Y	25
12.	Volume of solids	Z	41
13.	Frequency tables, charts, graphs (bar, line, circle, dot, picture, etc.)	Z	47
14.	Odd and even numbers	Y	33
15.	Ratio	X	45

Form D	Concept Name	Problem Type	Percent Correct
1.	Division by multiples of ten	X	76
2.	Equivalent common fraction notation	Y	59
3.	Subtraction with decimal fraction notation	X	63
4.	Weight in English and non-standard units	Z	32
5.	Rounding numbers	Y	55
6.	Ordering integers: greater than; less than; equal and not equal to; between	Y	58
7.	Similarity: scale drawing	Z	72
8.	Addition with common fraction notation, unequal denominators (unlike fractions)	X	55
9.	Polygons: general properties	Y	56
10.	Estimation	Y	51
11.	Operations related to demoninate numbers (feet/inches)	Z	47
12.	Measures of central tendency: average, mean, mode, median	X	18
13.	General number sequences and patterns	X	64
14.	Factors and primes	Y	41
15.	Computation related to percent	Z	53

INTEREST IN SCHOOL AND LEARNING

Form A	Strongly Agree	Mostly Agree	Mostly Disagree	Strongly Disagree
1. Most of my classes are taught in an interesting way.	9*	58	23	10
2. The courses offered in this school are very useful to me.	21*	58	14	6
3. Teachers help us when we need them.	33*	51	11	5
4. There is too much stress in this school on learning facts.	16	31	40	13*
5. I like learning English in this school.	22*	37	20	21
6. There are not enough activities outside of regular classes offered in this school.	26	22	28	24*
7. My teachers are interested in how well I do my assignments.	31*	48	14	6
8. Most of my classes this year are boring.	20	29	37	14*
9. Teachers put students under too much pressure in this school.	17	26	42	15*
10. There are interesting activities to look forward to in this school.	23*	40	21	15

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Form B				
1. Most of my teachers explain to me how they grade my assignments and tests.	31*	52	12	6
2. There isn't much to do in this school except go to classes.	17	22	34	28*
3. There is no way for the students to get the principal to make changes.	26	29	30	15*
4. I enjoy my work at school.	13*	50	20	16
5. I like learning social studies in this school.	21*	35	21	22
6. I usually find it easy to pay attention in my classes in school.	15*	53	21	11
7. Students are often given the chance to tell their ideas about how school could be made better.	11*	30	33	26
8. The rules of this school are unfair to students.	13	22	44	21*
9. Most of the teachers in this school are interested in students.	21*	50	18	10
10. Most of my teachers really seem to care that I am able to learn what they teach.	29*	48	15	8

Form C	Strongly Agree	Mostly Agree	Mostly Disagree	Strongly Disagree
1. Most of my teachers do a good job of teaching.	24*	62	9	5
2. When I work hard on schoolwork, my teachers praise my effort.	12*	44	31	12
3. No one listens to student ideas about how to make school better.	21	30	32	17*
4. The school principal really seems to care about students.	32*	39	16	14
5. Many of my school assignments are a waste of time.	14	20	41	24*
6. In most of my classes I enjoy getting involved in class activities.	28*	47	16	8
7. Students are not given enough chance to take part in class.	10	21	44	24*
8. I like learning science in this school.	26*	34	17	22
9. Most of my courses are taught in a way I can understand.	25*	54	14	7
10. Teachers and students don't get along very well in our school.	13	23	43	21*

Form D				
1. Most of my subjects this year are worthwhile.	21*	62	12	5
2. I think the activities (such as clubs, band and sports) offered in this school are worthwhile.	48*	38	9	5
3. Every day in this school is about the same.	34	43	16	7*
4. I feel I am learning a lot in my courses.	24*	58	12	5
5. Teachers in this school explain exactly what they expect in their courses.	21*	50	20	9
6. I like learning mathematics in this school.	34*	37	15	13
7. Most of my teachers won't listen to my opinion if it is different from theirs.	13	23	38	25*
8. School is usually interesting enough to keep me from getting bored.	11*	43	26	19
9. The teachers in this school do not give enough praise when you do well.	16	31	39	13*
10. Students in this school are treated like real people.	20*	45	20	16

SOCIETAL RESPONSIBILITY

Form A	Yes	Maybe	No
A. A student is in a large crowd of people on a street corner. The crowd is protesting about something. People pick up rocks and start throwing them at windows. In this situation, I would ALSO THROW ROCKS.			
1. *if* I thought I would not get caught.	15	29	56*
2. *even if* I thought someone might get hurt.	9	13	78*
3. *if* I agreed with what the crowd was protesting about.	31	34	35*
B. A student is on a street corner with a group of friends when a fire breaks out across the street. Police officers come to tell the group to move out of the area. In this situation, I would OBEY THE POLICE. . .			
4. *if* the crowd would be in the way of the firefighters.	86*	7	7
5. *even if* most of my friends were staying in spite of the police officer's order.	57*	24	19
6. *if* the police might get rough if the group stayed.	66*	15	18
C. A student is in a club at school. The student is asked by the club president to work on the field trip committee, even though the student had asked not to be placed on that committee. If I was the student, I WOULD WORK ON THE FIELD TRIP COMMITTEE. . .			
7. because the club president might give me a good job later.	36*	37	27
8. *if* I knew the other club members would be angry at me for not serving.	30*	38	32
9. since everyone must do his/her part to make the club worthwhile.	60*	26	14
D. A student is on the street corner with friends during the lunch hour at school. His/her friends start throwing snowballs at passing cars. In this situation, I would ALSO THROW SNOWBALLS. . .			
10. *if* I probably wouldn't get caught.	29	23	48*
11. even if there was a school rule against it.	20	22	57*
12. *if* my friends would tease me for not throwing snowballs.	22	28	50*

Form B	Yes	Maybe	No
A. A student is at an amusement park with some friends. The student sees that a worker running one of the rides won't let a person on the ride because that person is of a different race. In this situation, I would PROTEST TO THE WORKER. . .			
1. even if the worker might make trouble for me.	49*	37	13
2. even if my friends would make fun of me for doing so.	43*	37	20
3. if I knew it was against the law for the worker to prevent the person from riding.	64*	20	16
B. A student comes back from lunch and finds that someone has put paper and trash on his/her desk. The student asks who did it but no one will answer. In this situation, I would CLEAN UP THE MESS MYSELF. . .			
4. *if* I knew that otherwise the teacher would keep me after school.	49*	22	29
5. since by doing so, my friends would realize how childish the act really was.	47*	30	23
6. even if I thought the others would make fun of me for cleaning up the mess.	34*	32	34
C. A student is in the classroom with his/her class when the teacher is called away for a few minutes. Several of the student's friends start to throw paper planes and make noise. In this situation, I would try to GET THEM TO STOP PLAYING AROUND AND TO BE QUIET. . .			
7. because if caught, the teacher would keep the whole class in after school.	49*	26	24
8. *if* there were school rules against throwing paper planes and making excessive noise.	34*	34	32
9. even if my friends would be angry with me for not joining in on the fun.	28*	35	38
D. A student is shopping in a store and sees a person taking some things from the shelf and placing them in a hidden bag. In this situation, I WOULD REPORT THE THIEF TO THE STORE MANAGER. . .			
10. even if my friends would make fun of me.	48*	27	25
11. even if I would have to spend several days testifying at the person's trial.	38*	31	31
12. because law-breakers should be brought to justice.	64*	20	16

Form C	Yes	Maybe	No
A. A student gets a dog. A city law requires that a $10 dog tag be bought by the dog's owner. In this situation, I would BUY THE TAG. . .			
1. *if* the fine for not having a tag was $25.	64*	19	17
2. *if* the dog might be more easily lost or stolen without a tag.	70*	20	11
3. since owners are responsible for their dogs.	74*	18	8
B. A student gets a test paper back from the teacher with an "A" on it which really should be a "C." The teacher miscored the test. If this was my test paper, I would TELL THE TEACHER. . .			
4. even if I needed an "A" to pass the course.	38*	31	31
5. even if my friends would think I was silly to have told the teacher about it.	43*	31	26
6. because it is simply the right thing to do regardless of whether I got a "C."	54*	25	21
C. A student is at a basketball game with some friends. Before the game, the National Anthem is being played and the flag is being raised. In this situation, I would STAND FOR THE FLAG THROUGHOUT THE ENTIRE NATIONAL ANTHEM. . .			
7. even if someone yelled at me to sit down.	51*	27	22
8. *if* it were a school rule to stand during the Anthem.	72*	17	11
9. even though my friends were not standing.	43*	32	25
D. A student is walking down the street and sees some kids shooting at the street lights with BB guns. If I was that student, I would TELL THE LOCAL OFFICIALS (POLICE). . .			
10. because if I didn't tell, I might be blamed for breaking the lights.	42*	29	30
11. even if my schoolmates would make fun of me for telling.	31*	35	33
12. because the lights are needed to protect everyone who walks or drives at night.	61*	22	18

Form D	Yes	Maybe	No
A. A student accidentally breaks a school window. If I was that student, I would TELL THE PRINCIPAL OR TEACHER about my breaking the window. . .			
1. even if I would have to pay for the window.	44*	36	20
2. since it is the honest thing to do.	63*	25	13
3. if the entire class would be punished if the person who broke the window were not caught.	59*	21	20
B. A student is with friends in the hall. The student sees a new student standing alone. In this situation, I would HAVE MY FRIENDS MEET THE NEW STUDENT. . .			
4. if I knew the student were a good student and might help me with my homework.	22*	28	50
5. even if my friends would be upset with me.	31*	43	25
6. if the student had a hard time making friends.	63*	27	11
C. A student is with a group of friends. Some of them begin to make fun of another student. In this situation, I would also MAKE FUN OF THE STUDENT. . .			
7. if the student had once made fun of me.	48	30	23*
8. even if the school had strict rules against it.	21	35	44*
9. if my friends would approve of my doing it.	18	34	47*
D. A student is on traffic control duty after school. The student sees two classmates fighting nearby. If I was the student on duty, I would STOP THE FIGHT. . .			
10. even if they might attack me instead of each other.	37*	32	31
11. because my job includes enforcing rules against fighting.	59*	25	16
12. even if my friends would think I were foolish for stopping the fight.	46	32	22

KNOWLEDGE OF LAW/GOVERNMENT

Form A	Percent Correct
1. Governor of Pennsylvania	82
2. Responsibilities of criminal trial jury	77
3. Process of entrance into war in U.S.	30
4. Democratic process	66
5. Operation of political parties in a democracy	61
6. Judicial branch of government	59
7. Powers of local, state and national governments	58
8. Number of Senators per state	47
9. Definition of conflict	79
10. Definition of United Nations	54
11. Classification of inheritance laws	32

Form B	Percent Correct
1. Location of U. S. Capitol	78
2. Example of "checks and balances"	32
3. Meaning of judicial review	55
4. Definition of "checks and balances"	31
5. Process of changing a law	65
6. Relationship of political parties and law	48
7. Definition of compromise	52
8. Legislative branch of government	49
9. Types of "war"	68
10. Process of changing a law	47
11. Definition of "Bill of Rights"	67

Form C	Percent Correct
1. Former Vice-President of U.S.	56
2. Purpose of governments	60
3. Identification of law enforcement officials	53
4. Definition of veto	54
5. Example of criminal law	76
6. Purpose of laws	64
7. Definition of interdependence	44
8. Voting age	73
9. Purpose of United Nations	67
10. Activity of local governments	58
11. Rights of government leaders	51

Form D	Percent Correct
1. Capital of Pennsylvania	79
2. Process of changing the Constitution	25
3. Definition of repeal	49
4. Functions of Congress	63
5. Identification of rights of U.S. citizens	75
6. Identification of legal processes	72
7. Definition of United Nations	67
8. Definition of regulatory law	45
9. Definition of conflict	72
10. Executive branch of government	51
11. Purpose of Thirteenth Amendment	36

HEALTH AND SAFETY PRACTICES

Form A	Definitely Would	Probably Would	Probably Would Not	Definitely Would Not
E. Teams for several sports are being formed in our school. Everyone who signs up can play on a team. I would SIGN UP FOR A SPORT I WAS INTERESTED IN...				
1. if it would help me get in better shape.	48*	40	8	3
2. even though it would leave me tired after practice.	34*	48	13	5
3. even though few of my friends were going to play.	32*	44	18	6
F. My friends are having a party. Someone brings some beer. I would DRINK SOMETHING ELSE INSTEAD OF BEER...				
4. even though everyone else was drinking beer.	32*	21	22	24
5. even though we would not get caught.	32*	23	21	24
6. if there were others not drinking beer.	36*	20	20	24
G. Several of my friends are in the school hallway. They want to have a race down the steps to the first floor. I would RACE WITH THEM...				
7. if I thought that we would not get caught.	24	31	23	22*
8. if I thought that I could win the race.	23	31	24	22*
9. if I thought that my friends would call me a chicken if I didn't race.	17	27	28	28*
H. We learn in health class that breakfast should be eaten every morning. I would EAT BREAKFAST EVERY MORNING...				
10. even though I had to get up earlier to eat breakfast.	37*	28	22	13
11. even though I would have to wash my own dishes.	27*	31	24	18
12. even though I had to make it myself.	37*	34	17	12

Form B	Definitely Would	Probably Would	Probably Would Not	Definitely Would Not
E. Some kids are going to have a volleyball game. I would CHOOSE TO PLAY...				
1. even though few of my friends were going to play.	28*	48	18	4
2. even though the other players were much better than I.	22*	49	22	7
3. even though it was going to be a hot and sweaty game.	30*	46	17	7
F. While at home alone, I get a headache. I go to the medicine cabinet and find my mother's headache pills. I would TAKE ONE OF MY MOTHER'S PILLS...				
4. if I thought that it was the same kind of headache my mother gets.	16	26	24	34*
5. if I thought that the pill might stop my headache quickly.	23	28	20	28*
6. even though I thought that my parents might NOT like me to take it.	9	13	30	48*
G. After a hot afternoon, I come home hot and sweaty. I would TAKE A SHOWER OR BATH BEFORE GOING TO BED...				
7. even though I had already taken a shower that morning.	73*	16	6	4
8. even though I didn't smell very bad.	66*	22	7	5
9. even though I would miss my favorite TV show.	47*	30	15	8
H. Some of my classmates are walking outside during the lunch hour. When one girl is not looking, a friend says, "Let's trip her." I would STOP MY FRIEND FROM TRIPPING HER...				
10. even though the others wanted us to trip her.	26*	38	24	12
11. even though we probably wouldn't get caught.	24*	38	25	13
12. even though I didn't like the girl.	19*	30	29	22

Form C	Definitely Would	Probably Would	Probably Would Not	Definitely Would Not
E. As I am getting ready for a party I notice that I have a slight fever and sore throat. I would GO TO THE PARTY...				
1. if I knew that all my best friends would be at the party.	33	44	16	7*
2. if I did not feel very sick.	45	40	11	4*
3. if I thought that the party might make me feel better.	46	38	11	5*
F. A group of friends are playing "chicken" on their bikes. The "winner" is the one who rides the farthest with his eyes closed. If I was one of these people, I would PLAY THE GAME...				
4. if I thought that I might not be hurt.	20	33	24	23*
5. if I thought that it was fun to take a chance.	16	30	30	24*
6. if I thought that I could show my friends how brave I was.	13	25	32	30*
G. I am at a party with some friends. They pass around a marijuana cigarette and start to smoke it. I would TRY THE CIGARETTE...				
7. if I thought we would not get caught.	15	15	16	54*
8. if all my friends decided to smoke it.	14	15	16	54*
9. even though my friends said I didn't have to.	13	13	16	58*
H. I am learning how to play tennis. A friend who is a good player asks me to play at a local tennis court. I would AGREE TO PLAY...				
10. even though there would be a lot of people watching.	29*	43	18	9
11. even though it was a hot day.	28*	47	16	8
12. even though my friend was a much better player than I.	33*	46	13	8

Form D	Definitely Would	Probably Would	Probably Would Not	Definitely Would Not
E. My parents give me a 10-speed bicycle for my birthday. My little sister asks me to give her a ride even though the bicycle was not built for two people. I would GIVE HER A RIDE...				
1. if I knew that she would cry when I didn't.	10	35	27	26*
2. if I thought that there was only a small chance to get in a wreck.	9	33	29	29*
3. if I knew that I could ride the bike very well.	24	39	19	18*
F. After school, I am talking with friends and someone offers me a cigarette. I would TAKE THE CIGARETTE...				
4. if the other kids were smoking.	11	13	16	60*
5. if I thought that my parents would not find out.	12	14	16	59*
6. even though I know it could lead to heart or lung disease.	10	11	15	64*
G. My classmates are planning a hiking trip. I would CHOOSE TO GO ON THE HIKE...				
7. even though it would be a six-mile hike.	44*	38	11	7
8. even though most of my friends were not going.	17*	30	39	14
9. even though it was supposed to be very cloudy that day.	17*	34	33	17
H. I am watching TV with a friend who has a cold. My friend is drinking a glass of soda and offers me some. I would DRINK FROM MY FRIEND'S GLASS...				
10. if I was thirsty but didn't feel like getting up to get my own glass.	10	19	26	45*
11. if I could drink from the other side of the glass.	11	25	26	37*
12. if I had a cold already.	17	29	22	33*

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CREATIVE ACTIVITIES

During the last three years, how many times have you done the following?

A = Have not done the activity.
B = Have done the activity once.
C = Have done the activity 2 or 3 times.
D = Have done the activity about 5 times.
E = Have done the activity about 8 times (or more).

Form A

		A	B	C	D	E
1.	Written a paper giving a scientific explanation for a natural principle, event or experiment?	43	21	23	7	6*
2.	Designed a piece of scientific or mechanical equipment, such as a telescope or a compass?	66	16	11	4	3*
3.	Written a theme or composition expressing your feelings about a personal experience, such as raising a pet or seeing something beautiful?	31	20	25	12	13*
4.	Written fiction such as a story or a scene from a play?	35	20	22	11	12*
5.	Created a painting that expresses your thoughts and feelings about something, such as an event, a place or a person?	39	22	19	9	11*
6.	Made drawings or sketches which express your own ideas?	19	18	23	13	27*
7.	Developed your own recipe or your own changes in a recipe?	44	19	18	9	10*
8.	Acted in a scene or play before an audience larger than a classroom group?	28	24	27	11	9*
9.	Played a musical instrument before an audience larger than a classroom group?	50	13	13	9	16*
10.	Developed a plan for promoting a candidate, an activity or a club?	50	21	16	7	6*

Form B

		A	B	C	D	E
1.	Devised a demonstration or made a model or display to show a scientific principle, such as the water cycle or the solar system?	50	22	19	4	4*
2.	Written a science report describing a project you did?	26	27	30	10	7*
3.	Written the words for a song?	53	19	14	6	8*
4.	Designed a decorative object, such as a mobile, a mosaic or something to hang on a wall?	19	20	30	15	17*
5.	Written a news item or editorial that was published?	66	14	10	5	5*
6.	Designed a useful object, such as a piece of furniture, a vase or quilt?	30	26	27	10	7*
7.	Designed a plan or organized a group to solve a problem of your community or school?	64	16	11	5	4*
8.	Developed a new play or strategy for use in a sport?	40	19	18	9	14*
9.	Written the melody for a piece of music?	64	16	10	5	5*
10.	Given a humorous or entertaining talk to an audience?	51	20	14	6	8*

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Form C

		A	B	C	D	E
1.	Written a poem which expresses your own thoughts or feelings?	38	20	24	9	9*
2.	Written a script for a radio or TV broadcast, play, skit or movie?	63	16	13	5	4*
3.	Using your own ideas, done a science experiment using chemicals or physical principles?	41	20	20	8	10*
4.	Designed the plans for a building, bridge or other structure?	65	13	11	5	6*
5.	Using your own ideas, decorated an inside area, such as a stage, a gymnasium or a room?	38	20	21	9	11*
6.	Created a sculpture?	45	23	19	7	5*
7.	Made up an act or routine for an athletic activity, such as gymnastics, swimming, or baton twirling?	41	17	19	9	14*
8.	Performed your own magic or novelty act?	56	20	13	6	5*
9.	Performed a dance routine that you worked out?	52	16	14	8	10*
10.	Written a paper or given a talk explaining your own ideas about an important social issue such as equal opportunity, or the control of nuclear weapons?	55	19	14	6	6*

Form D

		A	B	C	D	E
1.	Solved a math problem in a way that you developed?	32	16	22	8	21*
2.	Written a review expressing your own opinion about a book, film or TV program?	34	18	25	11	11*
3.	Written a letter to the editor or a public official giving your opinion?	65	16	10	5	4*
4.	Designed and carried out a science experiment using plants or animals?	38	24	22	9	7*
5.	Used your own pattern or your own changes in an existing pattern to design an article of clothing?	52	19	15	7	6*
6.	Designed an arrangement of colors, lines or shapes to express your own ideas?	29	20	22	12	16*
7.	Used your own ideas to prepare a musical arrangement?	49	20	16	8	8*
8.	Using your own ideas, developed a social studies project or display?	28	26	27	11	8*
9.	Sung in front of a class or a larger audience, using your own interpretation of the music?	60	15	12	6	6*
10.	Designed a research study to find out something about your community, such as its history or public opinion about a local issue?	55	20	13	6	6*

ATTITUDE TOWARD CREATIVE ACTIVITIES

In the future, how much time would you like to spend doing the activity?

N = No time.
VL = Very little time.
S = Some time.
GD = A great deal of time.

Form A

		N	VL	S	GD
1.	Written a paper giving a scientific explanation for a natural principle, event or experiment?	36	25	29	8*
2.	Designed a piece of scientific or mechanical equipment, such as a telescope or a compass?	33	21	29	13*
3.	Written a theme or composition expressing your feelings about a personal experience, such as raising a pet or seeing something beautiful?	24	22	34	16*
4.	Written fiction such as a story or a scene from a play?	26	22	32	16*
5.	Created a painting that expresses your thoughts and feelings about something, such as an event, a place or a person?	27	22	30	18*
6.	Made drawings or sketches which express your own ideas?	15	19	34	29*
7.	Developed your own recipe or your own changes in a recipe?	28	21	32	16*
8.	Acted in a scene or play before an audience larger than a classroom group?	23	20	30	23*
9.	Played a musical instrument before an audience larger than a classroom group?	39	16	22	19*
10.	Developed a plan for promoting a candidate an activity or a club?	32	25	28	12*

Form B

		N	VL	S	GD
1.	Devised a demonstration or made a model or display to show a scientific principle, such as the water cycle or the solar system?	36	23	29	9*
2.	Written a science report describing a project you did?	26	27	34	10*
3.	Written the words for a song?	32	18	29	18*
4.	Designed a decorative object, such as a mobile, a mosaic or something to hang on a wall?	17	20	39	21*
5.	Written a news item or editorial that was published?	37	22	26	11*
6.	Designed a useful object, such as a piece of furniture, a vase or quilt?	18	18	38	23*
7.	Designed a plan or organized a group to solve a problem of your community or school?	34	23	28	11*
8.	Developed a new play or strategy for use in a sport?	23	20	30	23*
9.	Written the melody for a piece of music?	42	19	22	13*
10.	Given a humorous or entertaining talk to an audience?	31*	22	28	16*

Form C

		N	VL	S	GD
1.	Written a poem which expresses your own thoughts or feelings?	35	27	29	7*
2.	Written a script for a radio or TV broadcast, play, skit or movie?	34	22	31	11*
3.	Using your own ideas, done a science experiment using chemicals or physical principles?	27	21	33	17*
4.	Designed the plans for a building, bridge or other structure?	36	20	25	16*
5.	Using your own ideas, decorated an inside area, such as a stage, a gymnasium or a room?	19	18	35	24*
6.	Created a sculpture?	30	24	29	13*
7.	Made up an act or routine for an athletic activity, such as gymnastics, swimming, or baton twirling?	29	19	27	22*
8.	Performed your own magic or novelty act?	40	26	23	8*
9.	Performed a dance routine that you worked out?	41	17	21	18*
10.	Written a paper or given a talk explaining your own ideas about an important social issue such as equal opportunity, or the control of nuclear weapons?	39	25	23	10*

Form D

		N	VL	S	GD
1.	Solved a math problem in a way that you developed?	24	25	37	10*
2.	Written a review expressing your own opinion about a book, film or TV program?	27	25	34	11*
3.	Written a letter to the editor or a public official giving your opinion?	40	25	25	7*
4.	Designed and carried out a science experiment using plants or animals?	24	21	34	18*
5.	Used your own pattern or your own changes in an existing pattern to design an article of clothing?	36	19	27	15*
6.	Designed an arrangement of colors, lines or shapes to express your own ideas?	24	24	32	17*
7.	Used your own ideas to prepare a musical arrangement?	38	22	23	14*
8.	Using your own ideas, developed a social studies project or display?	25	26	22	13*
9.	Sung in front of a class or a larger audience, using your own interpretation of the music?	51	17	18	11*
10.	Designed a research study to find out something about your community, such as its history or public opinion about a local issue?	35	26	25	11*

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CAREER AWARENESS

Form A	Percent Correct
1. Salary and pay	41
2. Job functions	66
3. Education and training	60
4. Job functions	59
5. Education and training	45
6. Job functions	38
7. Education and training	52
8. Job functions	59
9. Job functions	51
10. Occupational clusters	65

Form B	Percent Correct
1. Education and training	53
2. Job functions	62
3. Occupational clusters	39
4. Abilities required	61
5. Job functions	70
6. Job functions	80
7. Abilities required	54
8. Job functions; working conditions	69
9. Job functions	61
10. Salary and pay	82

Form C	Percent Correct
1. Education and training	48
2. Education and training	54
3. Job functions	57
4. Salary and pay	48
5. Job functions	73
6. Job functions	54
7. Job functions	82
8. Job functions	61
9. Occupational clusters	83
10. Education and training	70

Form D	Percent Correct
1. Salary and pay	55
2. Education and training	31
3. Job functions	43
4. Job functions	51
5. Job functions	50
6. Job functions	74
7. Education and training	65
8. Abilities required; job functions	50
9. Abilities required; job functions	62
10. Occupational clusters	78

APPRECIATION OF HUMAN ACCOMPLISHMENTS

Form A WOULD YOU WANT TO:	Definitely Would	Probably Would	Uncertain	Probably Would Not	Definitely Would Not
1. Find out how a composer writes music?	11*	18	21	27	24
2. Read books written by well-known American writers?	13*	31	25	19	12
3. Hear a famous writer read from his or her works?	10*	20	25	25	19
4. Visit a research laboratory to see scientists at work?	33*	31	15	12	9
5. Talk to officials to learn about your local government?	13*	24	25	21	17
6. Learn about art from earlier historical periods?	15*	24	22	21	17
7. Learn about the life of a famous artist, such as a painter or sculptor?	13*	20	24	24	18
8. Learn more about the system of laws our country has developed?	14*	25	25	21	16
9. See a world-famous play?	27*	27	19	13	14
10. Attend a panel discussion on new advances in science?	17*	23	24	20	16
11. Attend a meeting of the United Nations?	26*	23	20	16	16
12. Learn about ways scientists are helping us clean up our rivers and the air we breathe?	22*	31	22	14	10
13. Listen to music from earlier historical periods?	10*	17	21	24	28
14. Learn about how the movements and steps of a dance are put together?	19*	23	19	19	20
15. Learn how new scientific discoveries are made?	24*	19	21	14	11
16. Learn more about ways countries use to get along with each other without fighting?	19*	27	26	16	12

Form B WOULD YOU WANT TO:	Definitely Would	Probably Would	Uncertain	Probably Would Not	Definitely Would Not
1. Learn more about how laws are made by our government?	17*	26	25	21	12
2. Learn about how scientists help farmers grow better crops?	11*	22	23	28	16
3. Attend a talk given by a world-famous scientist?	17*	22	21	23	17
4. Go to a concert to hear world-famous musicians play many kinds of music?	28*	29	20	13	10
5. Own a collection of books written by famous authors?	19*	27	24	17	12
6. Attend a school board meeting?	9*	15	20	26	30
7. Read stories written by authors from other parts of the world?	15*	29	25	18	13
8. Visit a display showing modern trends in art?	17*	27	23	18	15
9. Learn about the life of a famous dancer?	15*	18	21	23	23
10. Learn more about theories that have been developed to explain why people do the things they do?	19*	32	24	15	10
11. Learn how experts can tell what kind of weather we will have?	16*	29	24	19	12
12. Learn more about what makes a movie great?	29*	35	19	11	6
13. Find out more about what scientists are doing to develop new types of energy?	17*	24	23	21	16
14. Hear artists, such as painters or sculptors, tell how they make works of art?	14*	21	24	23	18
15. Find out more about how people in other countries have been helped by the Peace Corps?	10*	21	29	23	17
16. Hear world-famous singers sing a number of kinds of music?	28*	28	21	12	11

Form C WOULD YOU WANT TO:	Definitely Would	Probably Would	Uncertain	Probably Would Not	Definitely Would Not
1. Learn about how a poet writes a poem?	8*	17	20	28	26
2. Read books that are considered classics, ageless through time?	9*	21	23	25	22
3. Listen to music from other parts of the world?	11*	24	23	23	19
4. Go to a play that has many songs in it?	14*	27	22	19	17
5. Spend a day with a mayor to see what he or she does?	22*	28	19	16	15
6. Attend a display of paintings by a famous artist?	16*	26	21	20	17
7. Look at works of art from other parts of the world?	18*	29	20	18	15
8. See a famous dancer perform?	25*	23	18	16	17
9. Learn more about new uses of atomic energy?	15*	21	20	20	23
10. Learn about business and industry by visiting factories and businesses?	18*	32	22	16	12
11. Visit a science museum?	31*	32	17	10	10
12. Listen to police officers or lawyers give a talk about their work?	15*	26	24	19	16
13. Learn more about governmental agencies, such as the Federal Bureau of Investigation or the Department of Agriculture?	17*	24	22	19	17
14. Learn about the life of a famous scientist?	12*	21	24	22	20
15. Find out more about how underwater organisms are being used to supply food and energy?	16*	26	23	19	16
16. Find out more about how a play is put on?	15*	23	22	20	20

Form D WOULD YOU WANT TO:	Definitely Would	Probably Would	Uncertain	Probably Would Not	Definitely Would Not
1. Read a science magazine?	10*	26	22	25	16
2. Visit a display of famous art objects, such as sculptures?	16*	28	20	23	16
3. Spend some time at a political campaign office to find out more about how people are elected?	8*	15	19	28	30
4. Own a collection of all the musical works written by a composer?	10*	14	19	27	29
5. Visit a science fair?	19*	31	20	16	13
6. Learn how new scientific findings can be used to help preserve our forests and wildlife?	22*	28	22	16	12
7. See a movie that was made in another country?	19*	34	25	12	9
8. Learn about the life of a famous composer?	7*	15	22	27	29
9. Listen to a stockbroker tell how the stock market works?	9*	14	17	25	35
10. Watch an artist make an art object or paint a picture?	23*	34	20	13	11
11. Learn more about what it takes to become a successful actor or actress?	26*	26	21	15	13
12. Learn about the life of a famous writer?	8*	17	26	27	23
13. Find out more about how people in other countries live?	17*	32	24	15	11
14. Learn more about styles of famous writers?	7*	14	24	29	25
15. Attend a session of Congress?	15*	18	18	19	29
16. Look at a display showing new ways energy from the sun is being used?	18*	28	22	17	14

KNOWLEDGE OF HUMAN ACCOMPLISHMENTS

Form A	Percent Correct
1. Science, math or medicine	65
2. Music or dance	22
3. Literature or drama	23
4. Government or politics	29
5. Music or dance	55
6. Science, math or medicine	29
7. Arts (visual)	47
8. Science, math or medicine	81
9. Government or politics	10
10. Music or dance	64
11. Science, math or medicine	75
12. Music or dance	36
13. Literature or drama	69
14. Science, math or medicine	78
15. Literature or drama	36

Form B	Percent Correct
1. Literature or drama	65
2. Science, math or medicine	57
3. Literature or drama	58
4. Music or dance	73
5. Science, math or medicine	86
6. Music or dance	67
7. Government or politics	10
8. Science, math or medicine	66
9. Arts (visual)	49
10. Science, math or medicine	34
11. Music or dance	78
12. Government or politics	48
13. Literature or drama	22
14. Music or dance	12
15. Science, math or medicine	78

Form C	Percent Correct
1. Music or dance	27
2. Science, math or medicine	52
3. Music or dance	29
4. Literature or drama	75
5. Science, math or medicine	39
6. Literature or drama	79
7. Science, math or medicine	17
8. Music or dance	66
9. Literature or drama	33
10. Government or politics	34
11. Music or dance	35
12. Science, math or medicine	55
13. Arts (visual)	79
14. Science, math or medicine	39
15. Government or politics	56

Form D	Percent Correct
1. Music or dance	59
2. Science, math or medicine	42
3. Arts (visual)	38
4. Science, math or medicine	50
5. Government or politics	72
6. Music or dance	34
7. Science, math or medicine	41
8. Music or dance	24
9. Literature or drama	61
10. Science, math or medicine	78
11. Literature or drama	81
12. Science, math or medicine	41
13. Music or dance	35
14. Literature or drama	37
15. Government or politics	52

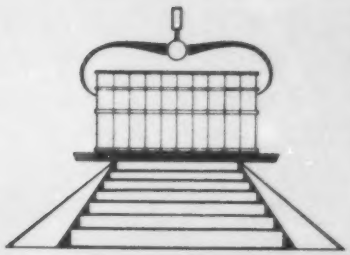
INFORMATION USAGE

Form A	Percent Correct
1. Drawing inferences	53
2. Information seeking	55
3. Information seeking	34
4. Consequences and values	49
5. Information seeking	50
6. Information seeking	38
7. Consequences and values	29
8. Drawing inferences	31

Form B	Percent Correct
1. Drawing inferences	53
2. Information seeking	33
3. Consequences and values	39
4. Consequences and values	58
5. Information seeking	40
6. Consequences and values	57
7. Information seeking	53
8. Information seeking	28

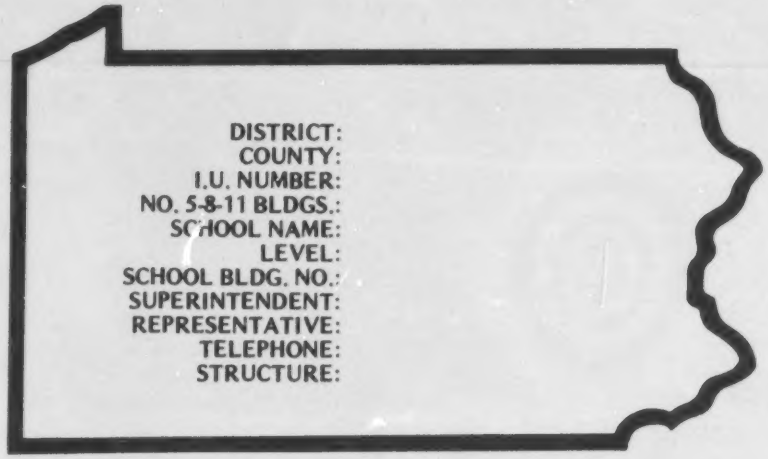
Form C	Percent Correct
1. Drawing inferences	40
2. Consequences and values	39
3. Consequences and values	43
4. Drawing inferences	51
5. Consequences and values	67
6. Consequences and values	47
7. Consequences and values	50
8. Information seeking	61

Form D	Percent Correct
1. Drawing inferences	51
2. Information seeking	51
3. Information seeking	74
4. Drawing inferences	71
5. Consequences and values	61
6. Drawing inferences	38
7. Information seeking	33
8. Consequences and values	33



Educational Quality Assessment

School Report: A Status Profile



DISTRICT:
COUNTY:
I.U. NUMBER:
NO. 5-8-11 BLDGS.:
SCHOOL NAME:
LEVEL:
SCHOOL BLDG. NO.:
SUPERINTENDENT:
REPREsentative:
TELEPHONE:
STRUCTURE:

SAMPLE SCHOOL REPORT

Pennsylvania Department of Education 1983

These color pages duplicate portions of an authentic school report, and data represent an actual Pennsylvania school.

GENERAL SUMMARY OF STUDENT OUTCOMES

Percentile rank of this school in the state for this area

Estimated school mean based on student scores using matrix sampling procedure

Mean raw score range predicted for this school

Number of students who were given scores for this area

Name of area measured

AREA	NUMBER STUDENTS	SCHOOL SCORE	SCHOOL %ILE	PREDICTED SCORE RANGE
SELF-ESTEEM	154	58.42	40	57.89 - 61.53
UNDERSTANDING OTHERS	153	108.73	25	111.63 - 120.04
COMMUNICATION SKILLS: READING COMPREHENSION	156	27.44	50	26.81 - 30.38
COMMUNICATION SKILLS: WRITING SKILLS	156	37.90	50	36.48 - 39.83
MATHEMATICS	156	32.15	50	31.17 - 35.56
INTEREST IN SCHOOL AND LEARNING	155	69.16	50	70.49 - 76.78
SOCIETAL RESPONSIBILITY	154	60.91	45	58.30 - 63.44
KNOWLEDGE OF LAW/GOVERNMENT	156	27.82	80	23.30 - 27.24
HEALTH AND SAFETY PRACTICES	153	85.67	30	84.39 - 90.81
CREATIVE ACTIVITIES	150	46.83	60	41.74 - 50.43
CAREEK AWARENESS	156	22.56	30	22.55 - 25.05
APPRECIATING HUMAN ACCOMPLISHMENTS	154	135.01	70	121.74 - 134.83
KNOWLEDGE OF HUMAN ACCOMPLISHMENTS	148	29.11	40	27.10 - 31.88
INFORMATION USAGE	156	14.82	45	14.43 - 16.46

Percentiles are rounded to the nearest 5th.

FOR COMPLETE INFORMATION, SEE MANUAL FOR INTERPRETING SCHOOL REPORTS, 1983;
HARRISBURG: PENNSYLVANIA DEPARTMENT OF EDUCATION.

PERCENTILE BANDS BY STUDENT OUTCOME AREA

CONFIDENCE INTERVALS

Distances based on z-scores (See Appendix C)

Sixty-six percent of the schools will in theory fall in the prediction band

PERCENTILES

```
*                 1   2 3 4 5 6 7 8   9  9  9  9 *
*  1 2 5  0   0  0 0 0 0 0 0 0 0  0  5  8  9 *
*****************************************************
*                     M                             *
*                   XXXAXXXXXXXXXXX                 *
*                     M                             *
*                 A   XXXXXXXXXXXXXX                *
*                     M                             *
*                   XAXXXXXXXX                      *
*                     M                             *
*                  XXXAXXXXXX                       *
*                     M                             *
*                   XAXXXXXX                        *
*                     M                             *
*                   A XXXXXXXXXXXXXXX               *
*                     M                             *
*                 XXXXXXXAXXXXXX                    *
*                     M                             *
*                 XXXXXXXXXXXXXX A                  *
*                     M                             *
*                 XXXAX  XXXXXXXXXX                 *
*                     M                             *
*                 XXXXXXXXXXAXXXXXX                 *
*                     M                             *
*                  XAXXXXXXXXXX                     *
*                     M        If A is next to X band, check
*                XXXXXXXXXXXXXXA <--page 2 to determine if
*                     M        within band.          *
*                 XXXXXXAXXXXXXX                    *
*                     M                             *
*                  XXAXXXXXXX                       *
*****************************************************
```

AREA
SELF-ESTEEM
UNDERSTANDING OTHERS
COMMUNICATION SKILLS: READING COMPREHENSION
COMMUNICATION SKILLS: WRITING SKILLS
MATHEMATICS
INTEREST IN SCHOOL AND LEARNING
SOCIETAL RESPONSIBILITY
KNOWLEDGE OF LAW/GOVERNMENT
HEALTH AND SAFETY PRACTICES
CREATIVE ACTIVITIES
CAREER AWARENESS
APPRECIATING HUMAN ACCOMPLISHMENTS
KNOWLEDGE OF HUMAN ACCOMPLISHMENTS
INFORMATION USAGE

NOTE: AN "A" IN THE TABLE DESIGNATES THE LOCATION OF THE OBSERVED, ACTUAL SCHOOL VALUE.

"M" IS USED TO REPRESENT THE MEDIAN (50TH %ILE).

THE BAND OF X'S IS THE PREDICTION BAND.

Percentiles are rounded to the nearest 5th.

CONDITION VARIABLE INFORMATION

VARIABLE NAME		VAR. NO.	ACRONYM	SCORE	SCHOOL %ILE	NUMBER REPLYING
GRADE ENROLLMENT	These were obtained from	1	GRENROLL	181.00	50	0
PERCENTAGE OF (TITLE I) LOW INCOME STUDENTS	administrative records.	2	PCTTILI	24.04	60	0
TUITION RATE		3	TUITION	2254.00	70	0
TEACHER LOCALE		4	TLOCALE	0.69	1	42
TEACHER SATISFACTION WITH RELATIONSHIPS WITH PARENTS		5	TSATPAR	1.95	35	42
TEACHER EDUCATION		6	TEDUC	1.78	50	41
TEACHER EXPERIENCE		7	TEXPER	14.36	50	42
CLASS SIZE		8	CLSIZE	21.57	10	42
TEACHER ESTIMATION OF READING INSTRUCTION TIME (GR. 5 ONLY)		9	READTIME	0.00	0	0
TEACHER ESTIMATION OF MATHEMATICS INSTRUCTION TIME (GR.5 ONLY)		10	MATHTIME	0.00	0	0
ACTIVITIES EXTERNAL TO THE CLASSROOM		11	EXTRACT	10.36	30	42
TEACHER/STUDENT/PARENT RELATIONSHIPS	These were obtained from	12	TRELATE	14.79	35	42
FACTORS DISRUPTIVE TO CLASSROOM MANAGEMENT	teacher questionnaire	13	DISRUPT	18.21	40	42
TEACHER INFLUENCE UPON CLASSROOM DECISIONS	items.	14	INFLUENC	19.29	35	42
STAFF INTERPERSONAL RELATIONSHIPS	(See Appendix A)	15	TSTAFF	6.90	30	42
DISCIPLINE PROBLEMS		16	DISCPROB	9.57	35	42

These item replies can be compared to statewide item replies given on Table 6.

Number of teachers who responded to these items

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5. TSATPAR (TEACHER SATISFACTION WITH RELATIONSHIPS WITH PARENTS)

	VERY SATISFIED	SOMEWHAT SATISFIED	SOMEWHAT DISSATISFIED	VERY DISSATISFIED
IN YOUR TEACHING SITUATION HOW SATISFIED ARE YOU WITH YOUR RELATIONSHIPS WITH PARENTS AND PARENT GROUPS?	19%	62%	14%	5%

****

11. EXTRACT (ACTIVITIES EXTERNAL TO THE CLASSROOM)

	NOT A PROBLEM	MODERATE PROBLEM	SERIOUS PROBLEM	CRITICAL PROBLEM
THERE ARE TOO FEW ACTIVITIES WHICH RECOGNIZE THE TALENT OF OUR STUDENTS.	26%	55%	12%	7%
THERE IS LITTLE EMPHASIS ON VOCATIONAL DEVELOPMENT.	57%	26%	14%	2%
THERE IS NO TIME OR PLACE FOR STUDENTS AND TEACHERS TO INTERACT OUTSIDE OF THE CLASSROOM.	38%	45%	12%	5%
NOT ENOUGH TEACHERS ARE INVOLVED IN HELPING STUDENTS OVERCOME PROBLEMS.	26%	50%	14%	10%
NOT ENOUGH TEACHERS ACTIVELY PARTICIPATE IN EXTRACURRICULAR ACTIVITIES.	22%	56%	12%	10%

12. TRELATE (TEACHER/STUDENT/PARENT RELATIONSHIPS)

THE STUDENTS IN THIS SCHOOL AREN'T REALLY INTERESTED IN LEARNING.	10%	67%	19%	5%
TOO MANY OF MY STUDENTS ARE INDIFFERENT TO SCHOOL.	10%	62%	24%	5%
THERE IS NOT ENOUGH PARENT-TEACHER INTERACTION.	7%	57%	26%	10%
TOO MANY PARENTS TAKE LITTLE OR NO INTEREST IN THEIR CHILDREN'S SCHOOL WORK.	5%	43%	36%	17%
THE QUALITY OF TEACHER-PARENT INTERACTION IS NOT GOOD.	15%	68%	13%	5%
WHEN A PROBLEM ARISES INVOLVING A COMMUNITY GROUP, THE TEACHERS HAVE LITTLE INPUT INTO THE SOLUTION.	19%	43%	31%	7%
THE PARENTS DO NOT SUPPORT WHAT THE SCHOOL DOES.	12%	60%	24%	5%
THE PARENTS DO NOT PLACE A HIGH VALUE ON EDUCATION.	5%	55%	33%	7%
STUDENTS IN THIS SCHOOL HAVE POOR STUDY HABITS.	0%	33%	60%	7%

13. DISRUPT (FACTORS DISRUPTIVE TO CLASSROOM MANAGEMENT)	NOT A PROBLEM	MODERATE PROBLEM	SERIOUS PROBLEM	CRITICAL PROBLEM
THE DIFFERENT RACES OR ETHNIC GROUPS DON'T GET ALONG WELL ENOUGH TOGETHER.	93%	5%	2%	0%
THE ACHIEVEMENT LEVELS OF MY STUDENTS ARE TOO HETEROGENEOUS.	31%	45%	21%	2%
HEALTH AND NUTRITION PROBLEMS SEEM TO AFFECT THE LEARNING OF MY STUDENTS.	36%	55%	7%	2%
THE EMPHASIS ON ATHLETICS IN THIS SCHOOL DISRUPTS CLASSROOM LEARNING.	40%	38%	12%	10%
THE COMPETITION FOR GRADES AT THIS SCHOOL PUTS TOO MUCH PRESSURE ON STUDENTS.	74%	24%	2%	0%
MY STUDENTS ARE CHRONICALLY ABSENT FROM SCHOOL.	17%	50%	19%	14%
THERE ARE TOO MANY OUTSIDE INTERRUPTIONS DURING CLASS PERIODS.	40%	43%	10%	7%
I HAVE TO SPEND TOO MUCH TIME ON NON-INSTRUCTIONAL DUTIES.	48%	40%	12%	0%

14. INFLUENC (TEACHER INFLUENCE UPON INSTRUCTIONAL DECISIONS)				
PHYSICAL FACILITIES OF THIS SCHOOL LIMIT THE KINDS OF PROGRAMS PROVIDED FOR STUDENTS.	14%	43%	29%	14%
I WORK WITH TOO MANY STUDENTS EACH DAY.	45%	48%	2%	5%
LACK OF FREEDOM TO TEACH THE WAY I WANT TO MAKES ME LESS EFFECTIVE WITH MY STUDENTS.	83%	17%	0%	0%
TEACHERS HAVE LITTLE CONTROL OVER MATTERS SUCH AS TEXTBOOK SELECTION, CURRICULUM AND INSTRUCTIONAL PROGRAMS.	64%	21%	7%	7%
WHEN NEW CURRICULUM PROGRAMS ARE INITIATED, I AM NOT CONSULTED OR TRAINED.	61%	24%	10%	5%
MY TEACHING IS LIMITED BY THE QUALITY OF OR LACK OF INSTRUCTIONAL EQUIPMENT AND MATERIALS.	38%	24%	29%	10%
HAVING TO TEACH SPECIAL EDUCATION STUDENTS IN REGULAR CLASSES IS A PROBLEM.	76%	17%	5%	2%
THERE IS TOO LITTLE TEACHER INPUT IN SOLVING ADMINISTRATIVE PROBLEMS.	19%	60%	14%	7%
IN-SERVICE EDUCATION PROVIDED BY THE DISTRICT DOES NOT MEET MY NEEDS.	17%	24%	26%	33%

15. TSTAFF (STAFF INTERPERSONAL RELATIONSHIPS)				
THE SUPPORT STAFF IN THIS SCHOOL IS NOT COOPERATIVE.	60%	31%	5%	5%
THE TEACHERS DON'T SEEM TO BE ABLE TO WORK WELL TOGETHER.	48%	40%	5%	7%
THERE IS LITTLE INTERACTION AMONG TEACHERS IN THIS SCHOOL, I.E., EVERYONE IS DOING HIS/HER OWN THING.	40%	40%	14%	5%

16. DISCPROB (DISCIPLINE PROBLEMS)				
TOO MUCH TIME IS SPENT ON DISCIPLINE PROBLEMS.	26%	55%	14%	5%
THE VALUES HELD BY THE STUDENTS ARE IN CONFLICT WITH THOSE OF THE SCHOOL.	19%	50%	24%	7%
TOO LITTLE SUPPORT ON DISCIPLINE IS PROVIDED BY ADMINISTRATORS.	45%	40%	10%	5%
TOO LITTLE SUPPORT ON DISCIPLINE IS GIVEN BY THE PARENTS.	5%	52%	29%	14%
DISRUPTION OF MY CLASS(ES) BY STUDENTS IS A CONTINUING FRUSTRATION.	36%	36%	21%	7%

Percentiles are rounded to the nearest 5th.

CONDITION VARIABLE INFORMATION

VARIABLE NAME	VAR. NO.	ACRONYM	SCORE	SCHOOL %ILE	NUMBER REPLYING
PARENTAL EDUCATION	17	PAREDUC	3.74	60	155
PARENTAL OCCUPATION	18	PAROCC	59.09	60	151
OCCUPATIONAL DESIRE (GR. 11 ONLY)	19	OCDESIRE	0.00	0	0
OCCUPATIONAL EXPECTATION (GR. 11 ONLY)	20	OCEXPECT	0.00	0	0
PERCENT GIRLS	21	PCTGIRLS	42.31	5	156
TYPE OF COMMUNITY	22	RESIDE	3.68	65	155
PERCENT WHITE STUDENTS	23	PCTWHITE	98.72	90	156
ACCESSIBILITY OF LIBRARY	24	LIBRARY	2.08	75	156
STABILITY OF STUDENT RESIDENCE (Collected from students)	25	STABLE	3.71	45	156
FAMILY SIZE	26	FAMSIZE	2.40	50	156
FAMILY ORDER	27	FAMORDER	1.22	80	155
STUDENT PERCEPTION OF PARENTAL INTEREST IN SCHOOL	28	SPARINT	6.08	85	154
AMOUNT OF HOMEWORK	29	HOMEWORK	1.63	15	156
STUDENT TIME SPENT WATCHING TELEVISION	30	TVWATCH	1.89	20	155
STUDENT PERCEPTION OF PARENTAL EXPECTATIONS (GR. 8 & 11 ONLY)	31	PAREXP	5.03	50	155
STUDENT EDUCATIONAL EXPECTATIONS (GR. 8 & 11 ONLY)	32	EDEXPECT	2.42	50	156
STUDENT PERCEPTION OF TEACHER EXPECTATIONS (GR. 8 & 11 ONLY)	33	STEACHEX	1.70	35	155
READING MATERIAL IN THE HOME	34	HOMEREAD	11.76	80	156
HOME CLIMATE	35	HOMECLIM	24.71	65	153

These item replies can be compared to statewide item replies given on Table 6.

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28. SPARINT (STUDENT PERCEPTION OF PARENTAL INTEREST)

	ALMOST ALWAYS	USUALLY	SOMETIMES	ALMOST NEVER
MY PARENTS ENJOY HEARING ABOUT SCHOOL.	54%	24%	20%	2%
MY PARENTS FEEL THE SCHOOL IS DOING A GOOD JOB.	23%	48%	27%	1%
MY PARENTS SUPPORT WHAT THE SCHOOL DOES.	23%	41%	34%	2%

****

29. HOMEWORK (AMOUNT OF HOMEWORK)

FROM THE TIME YOU GET HOME FROM SCHOOL UNTIL YOU GO TO BED, HOW MUCH TIME DO YOU USUALLY SPEND ON HOMEWORK?

ABOUT THREE HOURS (OR MORE)	3%
ABOUT TWO HOURS	15%
ABOUT ONE HOUR	35%
LESS THAN ONE HOUR	38%
NONE	9%

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30. TVWATCH (STUDENT TIME SPENT WATCHING TELEVISION)

FROM THE TIME YOU GET HOME FROM SCHOOL UNTIL YOU GO TO BED, HOW MUCH TIME DO YOU USUALLY SPEND WATCHING T.V.?

ABOUT FIVE HOURS (OR MORE)	15%
ABOUT FOUR HOURS	16%
ABOUT THREE HOURS	28%
ABOUT TWO HOURS	25%
ABOUT ONE HOUR (OR LESS)	16%

****

31. PAREXP (STUDENT PERCEPTION OF PARENTAL EXPECTATIONS)

WHAT DO YOUR PARENTS ENCOURAGE YOU TO DO?

TO BE ONE OF THE BEST STUDENTS IN THE CLASS	20%
TO BE AN ABOVE AVERAGE STUDENT IN THE CLASS	34%
TO BE AT LEAST AN AVERAGE STUDENT	40%
TO DO JUST WELL ENOUGH TO GET BY	4%
I CAN'T SAY	2%

HOW MUCH SCHOOLING DO YOUR PARENTS EXPECT YOU TO COMPLETE?

BEYOND COLLEGE GRADUATION	9%
GRADUATION FROM COLLEGE	46%
SOME COLLEGE OR OTHER POST-HIGH SCHOOL TRAINING	14%
GRADUATION FROM HIGH SCHOOL	31%
SOME HIGH SCHOOL	1%

****

32. EDEXPECT (STUDENT EDUCATIONAL EXPECTATIONS)

HOW FAR DO YOU EXPECT TO GO IN SCHOOL?

BEYOND COLLEGE GRADUATION	12%
GRADUATION FROM COLLEGE	46%
SOME COLLEGE OR OTHER POST-HIGH SCHOOL TRAINING	15%
GRADUATION FROM HIGH SCHOOL	26%
SOME HIGH SCHOOL	1%

****

33. STEACHEX (STUDENT PERCEPTION OF TEACHER EXPECTATIONS)

WHAT DO YOUR TEACHERS EXPECT YOU TO BE?

ONE OF THE BEST STUDENTS IN THE CLASS	14%
ABOVE AVERAGE IN THE CLASS	29%
AT LEAST AN AVERAGE STUDENT	37%
A BELOW AVERAGE STUDENT	1%
DON'T KNOW	19%

DISTRIBUTION OF STUDENT OUTCOMES BY SCORE CATEGORY WITHIN AREAS

SCORE	SELF-ESTEEM	PCT.
0-2	*	0
3-4	*X	1
5-6	*X	2
7-8	*XXX	5
9-10	*XXX	6
11-12	*XXXXXX	12
13-14	*XXXXXXXXXX	20
15-16	*XXXXXXXXXX	21
17-18	*XXXXXXXXX	18
19-20	*XXXXXX	12
21-22	*XX	3
23-24	*X	1

SCORE	UNDERSTANDING OTHERS	PCT.
0-3	*X	1
4-6	*	0
7-9	*	0
10-12	*X	1
13-15	*X	2
16-18	*XXXX	7
19-21	*XXXXXXXXXX	21
22-24	*XXXXXX	11
25-27	*XXXX	8
28-30	*XXXXXX	12
31-33	*XXXX	6
34-36	*XXXXXX	12
37-39	*XXXXX	9
40-42	*XXXX	7

SCORE	READING COMPREHENSION	PCT.
0	*X	1
1	*XX	3
2	*XX	4
3	*XXXXX	10
4	*XXX	6
5	*XXXX	8
6	*XXXXX	9
7	*XXXXXXXX	15
8	*XXXXXXX	14
9	*XXXXXX	11
10	*XXXXXX	11
11	*XXX	6
12	*XX	3

SCORE	CREATIVE ACTIVITIES	PCT.
0-3	*XXXXXX	12
4-6	*XXXXXXX	14
7-9	*XXXXXX	11
10-12	*XXXXXXXXXX	20
13-15	*XXXXXXX	13
16-18	*XXXXXXX	13
19-21	*XXXXX	9
22-24	*XXX	5
25-27	*X	1
28-30	*	0
31-33	*	0
34-36	*	0
37-39	*	0
40-42	*	0

SCORE	KNOWLEDGE OF LAW / GOVT.	PCT.
0	*X	1
1	*	0
2	*XX	3
3	*XX	4
4	*XXXX	8
5	*XXXXXXX	13
6	*XXXXXX	12
7	*XXXXXXXXX	17
8	*XXXXXXX	14
9	*XXXXXXXX	15
10	*XXXXX	10
11	*XX	4

SCORE	HEALTH/SAFETY PRACTICES	PCT.
0-3	*	0
4-6	*X	1
7-9	*X	2
10-12	*XX	4
13-15	*XXXX	8
16-18	*XXXXXXX	13
19-21	*XXXXXXXXXX	22
22-24	*XXXXXXXXX	20
25-27	*XXXXXXX	14
28-30	*XXXX	8
31-33	*XXX	6
34-36	*X	1

SCORE	SOCIETAL RESPONSIBILITY	PCT.
0-2	*	0
3-4	*	0
5-6	*X	2
7-8	*XXXX	7
9-10	*XXXX	8
11-12	*XXXXX	10
13-14	*XXXXXXXXX	18
15-16	*XXXXXXX	14
17-18	*XXXXXXXX	16
19-20	*XXXXXXX	13
21-22	*XXX	6
23-24	*XXX	6

SCORE	CAREER AWARENESS	PCT.
0	*	0
1	*X	2
2	*XX	4
3	*XXXXXX	11
4	*XXXXX	10
5	*XXXXXXXXX	17
6	*XXXXXXXXXX	19
7	*XXXXXXXXX	17
8	*XXXXXXXX	15
9	*XX	4
10	*	0

SCORE	INFORMATION USAGE	PCT.
0	*XX	3
1	*XXXXXX	11
2	*XXXXXXX	14
3	*XXXXXXXXX	17
4	*XXXXXXXXXX	19
5	*XXXXXXXXXX	19
6	*XXXX	8
7	*XXXX	8
8	*X	1

Represents 10 per cent

Represents 40 per cent

DISTRIBUTION OF STUDENT OUTCOMES BY SCORE CATEGORY WITHIN AREAS

SCORE	WRITING	PCT.
0	*	0
1	*	0
2	*X	1
3	*X	1
4	*XXX	5
5	*XXX	6
6	*XX	4
7	*XXX	6
8	*XXXX	8
9	*XXXXXXXX	15
10	*XXXXXXXX	15
11	*XXXXXXX	13
12	*XXXXXX	11
13	*XXX	5
14	*XXX	6
15	*XX	3

SCORE	MATHEMATICS	PCT.
0	*	0
1	*	0
2	*XX	3
3	*XX	3
4	*XXXX	8
5	*XXXX	8
6	*XXXXXX	12
7	*XXXX	8
8	*XXXXXXX	14
9	*XXXXXXX	13
10	*XXXXX	9
11	*XXXXXX	12
12	*XX	4
13	*	0
14	*XX	4
15	*X	2

SCORE	INTEREST IN SCHOOL/LRNG.	PCT.
0-2	*	0
3-4	*	0
5-6	*	0
7-8	*XX	3
9-10	*XXX	6
11-12	*XXX	6
13-14	*XXXXXXX	14
15-16	*XXXXXX	11
17-18	*XXXXXXXXX	17
19-20	*XXXXXXXXX	18
21-22	*XXXXXXXX	15
23-24	*XXXX	8
25-26	*X	1
27-28	*X	1
29-30	*X	1

SCORE	APPRECIATING HUMAN ACC.	PCT.
0-3	*X	1
4-6	*X	1
7-9	*XX	3
10-12	*X	1
13-15	*XX	3
16-18	*X	2
19-21	*XX	3
22-24	*X	2
25-27	*XXXX	8
28-30	*XXXXX	10
31-33	*XXXXXX	12
34-36	*XXXXX	12
37-39	*XXXXXX	11
40-42	*XXX	6
43-45	*XXXX	8
46-48	*XXXX	8
49-64	*XXXX	8

SCORE	KNOWLEDGE HUMAN ACC.	PCT.
0	*	0
1	*	0
2	*XXX	5
3	*XXXX	7
4	*XXXXX	10
5	*XXXXX	9
6	*XXXXX	9
7	*XXXXXXX	14
8	*XXXXXX	12
9	*XXXXX	9
10	*XXXX	7
11	*XXXX	7
12	*XXX	6
13	*XX	3
14	*X	1
15	*	0

Indicates the percentage of students given a score of zero, i.e., had no items correct

Indicates the percentage of students given a score of fifteen, i.e. had all items correct

Indicates the percentage of students scoring 31 to 33 points on their form in this area

For example for self-esteem:
One third = 3 items out of 8 in a favorable way
More than one half = 5 items out of 8 in a favorable way
Two thirds = 6 items out of 8 in a favorable way

SUMMARY OF CRITERION-REFERENCED INFORMATION
PERCENTAGE OF STUDENTS SHOWING POSITIVE ATTITUDES OR DEMONSTRATING KNOWLEDGE AT THREE CRITERION LEVELS

	ONE THIRD		ONE HALF		TWO THIRDS			ONE THIRD		ONE HALF		TWO THIRDS	
	STATE	LOCAL	STATE	LOCAL	STATE	LOCAL		STATE	LOCAL	STATE	LOCAL	STATE	LOCAL
SELF-ESTEEM	94	93	72	74	55	58	KNOWLEDGE OF LAW / GOVT	84	93	62	72	36	43
UNDERSTANDING OTHERS	83	83	58	52	50	44	HEALTH/SAFETY PRACTICES	93	92	64	60	51	50
READING COMPREHENSION	83	83	54	60	44	45	CREATIVE ACTIVITIES	76	77	50	53	37	36
WRITING	92	93	72	76	52	53	CAREER AWARENESS	84	83	59	56	42	37
MATHEMATICS	84	87	55	59	34	31	APPRECIATING HUMAN ACC.	60	68	28	32	15	20
INTEREST IN SCHOOL/LRNG	88	90	68	68	54	57	KNOWLEDGE HUMAN ACC.	80	78	51	46	29	25
SOCIETAL RESPONSIBILITY	79	79	42	38	31	27	INFORMATION USAGE	71	72	36	36	21	17

ITEM FREQUENCY ANALYSIS FOR SELF-ESTEEM

FORM	ITEM	OMIT	PERCENT RESPONSE BY OPTION 1	2	3	4
A						
	1	0	17*	57	25	0
	2	0	32	17	32	17*
	3	0	38*	50	10	2
	4	0	2	17	47	32*
	5	0	25	27	25	22*
	6	0	35*	50	15	0
	7	0	5	15	47	32*
	8	0	27*	50	13	10
B						
	1	0	13*	52	25	10
	2	0	10	15	52	22*
	3	0	20	25	47	7*
	4	0	27*	63	7	2
	5	0	5	17	57	20*
	6	0	10	20	47	22*
	7	0	10*	57	20	13
	8	0	2	5	38	55*

FORM	ITEM	OMIT	PERCENT RESPONSE BY OPTION 1	2	3	4
C						
	1	0	11*	66	16	8
	2	0	8	32	32	29*
	3	0	16*	42	24	18
	4	0	18*	47	24	11
	5	0	18	32	24	26*
	6	0	21	18	42	18*
	7	0	13*	53	16	18
	8	0	18	21	37	24*
D						
	1	0	33*	53	11	3
	2	0	8	25	22	44*
	3	0	8*	69	3	19
	4	0	8	8	50	33*
	5	0	31	33	25	11*
	6	0	11*	64	17	8
	7	0	14	25	44	17*
	8	0	8	6	36	50*

NUMBER OF STUDENTS REPLYING: FORM A (N= 40) FORM B (N= 40) FORM C (N= 38) FORM D (N= 36)

SCHOOL TOTAL SCALE RELIABILITY ESTIMATE= 0.88 PERCENTAGE OF OMITS= 0.0%

THE '*' REPRESENTS THE CORRECT RESPONSE (FOR A COGNITIVE SCALE), OR THE MOST FAVORABLE RESPONSE (FOR AN ATTITUDINAL SCALE).

(This page is a sample of the noncognitive area item response data pages and the following pages for mathematics and information usage are samples of the cognitive area pages. Pages 11-13 and 15-23 have been deleted to conserve space.)

ITEM FREQUENCY ANALYSIS FOR MATHEMATICS

FORM	ITEM	PERCENT RESPONSE BY OPTION OMIT	1	2	3	4
A						
	1	0	12	0	2	85*
	2	0	0	15	5	80*
	3	2	66*	7	12	12
	4	0	95*	2	0	2
	5	0	10	5	80*	5
	6	0	32*	17	24	27
	7	5	7	59*	22	7
	8	0	0	56*	20	24
	9	5	17	39	17	22*
	10	5	46	7	22*	20
	11	0	54*	7	15	24
	12	0	71	7	20*	2
	13	0	34*	29	24	12
	14	0	51*	7	12	29
	15	0	12	12	39*	37
B						
	1	0	80*	7	12	0
	2	0	2	12	78*	7
	3	2	7	2	68	20*
	4	0	20	2	2	76*
	5	2	49*	37	7	5
	6	2	20	68*	7	2
	7	0	2	10	59*	29
	8	2	2	44*	46	5
	9	0	17	51*	7	24
	10	0	24	27	41*	7
	11	0	5	12	15	68*
	12	0	20	44*	22	15
	13	0	39*	20	22	20
	14	0	12	7	5	76*
	15	0	34	12	15	39*

FORM	ITEM	PERCENT RESPONSE BY OPTION OMIT	1	2	3	4
C						
	1	3	26	50*	16	5
	2	0	18	5	5	71*
	3	0	79*	13	8	0
	4	0	0	24	3	74*
	5	0	0	5	18	76*
	6	0	21	18	39*	21
	7	0	24	5	34*	37
	8	0	18	63*	18	0
	9	3	34	50	0	13*
	10	0	5	24	63*	8
	11	0	13*	37	13	37
	12	0	18	32	34*	16
	13	0	37*	42	11	11
	14	0	5	16*	13	66
	15	0	8	3	42	47*
D						
	1	0	0	8	89*	3
	2	0	8	6	69*	17
	3	0	11	8	78*	3
	4	0	36*	31	28	6
	5	0	17	61*	14	8
	6	0	31	67*	3	0
	7	0	8	8	3	81*
	8	0	19	6	69*	6
	9	0	3	33	14	50*
	10	0	58*	11	19	11
	11	0	14	31	50*	6
	12	3	14	3*	44	36
	13	0	64*	14	8	14
	14	0	28	8	19	44*
	15	0	6	61*	19	14

NUMBER OF STUDENTS REPLYING: FORM A (N= 41) FORM B (N= 41) FORM C (N= 38) FORM D (N= 36)

SCHOOL TOTAL SCALE RELIABILITY ESTIMATE= 0.90 PERCENTAGE OF OMITS= 0.6%

THE '*' REPRESENTS THE CORRECT RESPONSE (FOR A COGNITIVE SCALE), OR THE MOST FAVORABLE RESPONSE (FOR AN ATTITUDINAL SCALE).

ITEM FREQUENCY ANALYSIS FOR INFORMATION USAGE

FORM	ITEM	OMIT	PERCENT RESPONSE BY OPTION 1	2	3	4
A						
	1	0	10	12	51*	27
	2	0	22	12	2	63*
	3	0	10	46	15	29*
	4	0	0	24	61*	15
	5	0	27	5	12	56*
	6	0	27*	46	10	17
	7	0	59	5	29*	7
	8	0	27	7	37	29*
B						
	1	0	15	29	2	54*
	2	0	24	17*	37	22
	3	0	10	51	34*	5
	4	0	5	12	12	71*
	5	0	49*	15	20	17
	6	0	17	61*	15	7
	7	0	7	12	17	63*
	8	0	29*	32	24	15

FORM	ITEM	OMIT	PERCENT RESPONSE BY OPTION 1	2	3	4
C						
	1	0	8	24	47*	21
	2	0	34	34*	13	18
	3	0	21	21	42*	16
	4	0	8	29	45*	18
	5	0	5	68*	11	16
	6	0	13	39*	37	11
	7	0	24	5	45*	26
	8	0	5	13	68*	13
D						
	1	0	50	3	11	36*
	2	0	3	14	22	61*
	3	0	6	78*	17	0
	4	0	8	14	67*	11
	5	0	17	56*	14	14
	6	0	28	19*	47	6
	7	0	17	44	25*	14
	8	0	17	42	14	28*

NUMBER OF STUDENTS REPLYING: FORM A (N= 41) FORM B (N= 41) FORM C (N= 38) FORM D (N= 36)

SCHOOL TOTAL SCALE RELIABILITY ESTIMATE= 0.83 PERCENTAGE OF OMITS= 0.0%

THE '*' REPRESENTS THE CORRECT RESPONSE (FOR A COGNITIVE SCALE), OR THE MOST FAVORABLE RESPONSE (FOR AN ATTITUDINAL SCALE).

APPENDICES

APPENDIX A

PENNSYLVANIA DEPARTMENT OF EDUCATION
EDUCATIONAL QUALITY ASSESSMENT
TEACHER QUESTIONNAIRE

School Name _____ District Name _____

INSTRUCTIONS: Information received will be aggregated and reported in terms of relationships to student achievement. No individuals can be identified, thus no individual information will be reported. Please respond to the items by blackening the circles. USE A NO. 2 PENCIL ONLY.

1. Are you a classroom teacher (i.e. spend more than 50% of your school time in classroom instruction)?
   - Ⓐ Yes
   - Ⓑ No

2. Where did you graduate from high school? 4 TLOCALE
   - Ⓐ In or within 30 miles of the boundaries of this school district
   - Ⓑ More than 30 miles but less than 100 miles from the present boundaries of this school district
   - Ⓒ One hundred miles or more from the boundaries of this school district

3. In your teaching situation, how satisfied are you with your relationships with parents and parent groups? 5 TSATPAR
   - Ⓐ Very Satisfied
   - Ⓑ Somewhat Satisfied
   - Ⓒ Somewhat Dissatisfied
   - Ⓓ Very Dissatisfied

4. Which of the following best describes your level of formal education? 6 TEDUC
   - Ⓐ No degree
   - Ⓑ Bachelor's degree
   - Ⓒ Master's degree or equivalency
   - Ⓓ Master's degree plus one year
   - Ⓔ Doctor's degree

5. Including this year, how many years of teaching experience do you have? 7 TEXPER	6. What is your average **class** size? (Exclude supervisory duties such as study hall.) 8 CLSIZE	ELEMENTARY TEACHERS ONLY	
		7. During the typical school **week**, about how many hours does your average student spend in direct instruction of reading skills?* 9 READTIME	8. During the typical school **week**, about how many hours does your average student spend in formal math instruction?* 10 MATHTIME
⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥ ⑦ ⑧ ⑨	⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥ ⑦ ⑧ ⑨	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

*If you are not involved in these areas, please leave blank.

INSTRUCTIONS: Each of the following items is a problem for some teachers in some schools. Check the degree to which each one is a problem to you in your current assignment by using these definitions: Not a problem—has little or no effect on student performance; Moderate problem—has only limited effect on student performance; Serious problem—has considerable effect on student performance; Critical problem—has crucial effect on student performance.

A = Not a Problem
B = Moderate Problem
C = Serious Problem
D = Critical Problem

		VARIABLE*
1.	The students in this school aren't really interested in learning	Ⓐ Ⓑ Ⓒ Ⓓ 12
2.	Too many of my students are indifferent to school	Ⓐ Ⓑ Ⓒ Ⓓ 12
3.	There are too few activities which recognize the talent of our students	Ⓐ Ⓑ Ⓒ Ⓓ 11
4.	The different races or ethnic groups don't get along well together	Ⓐ Ⓑ Ⓒ Ⓓ 13
5.	There is little emphasis on vocational development	Ⓐ Ⓑ Ⓒ Ⓓ 11
6.	There is no time or place for students and teachers to interact outside of the classroom	Ⓐ Ⓑ Ⓒ Ⓓ 11
7.	Not enough teachers are involved in helping students overcome problems	Ⓐ Ⓑ Ⓒ Ⓓ 11
8.	Not enough teachers actively participate in extracurricular activities	Ⓐ Ⓑ Ⓒ Ⓓ 11
9.	There is not enough parent-teacher interaction	Ⓐ Ⓑ Ⓒ Ⓓ 12
10.	Too many parents take little or no interest in their children's school work	Ⓐ Ⓑ Ⓒ Ⓓ 12
11.	The quality of teacher-parent interaction is not good	Ⓐ Ⓑ Ⓒ Ⓓ 12
12.	When a problem arises involving a community group, the teachers have little input into the solution	Ⓐ Ⓑ Ⓒ Ⓓ 12
13.	The parents do not support what the school does	Ⓐ Ⓑ Ⓒ Ⓓ 12
14.	The parents do not place a high value on education	Ⓐ Ⓑ Ⓒ Ⓓ 12
15.	Students in this school have poor study habits	Ⓐ Ⓑ Ⓒ Ⓓ 12
16.	The achievement levels of my students are too heterogeneous	Ⓐ Ⓑ Ⓒ Ⓓ 13
17.	Health and nutrition problems seem to affect the learning of my students	Ⓐ Ⓑ Ⓒ Ⓓ 13
18.	The emphasis on athletics in this school disrupts classroom learning	Ⓐ Ⓑ Ⓒ Ⓓ 13
19.	The competition for grades at this school puts too much pressure on students	Ⓐ Ⓑ Ⓒ Ⓓ 13
20.	My students are chronically absent from school	Ⓐ Ⓑ Ⓒ Ⓓ 13
21.	Physical facilities of this school limit the kinds of programs provided for students	Ⓐ Ⓑ Ⓒ Ⓓ 14
22.	I work with too many students each day	Ⓐ Ⓑ Ⓒ Ⓓ 14
23.	Lack of freedom to teach the way I want to makes me less effective with my students	Ⓐ Ⓑ Ⓒ Ⓓ 14
24.	Teachers have little control over matters such as textbook selection, curriculum and instructional programs	Ⓐ Ⓑ Ⓒ Ⓓ 14
25.	When new curriculum programs are initiated, I am not consulted or trained	Ⓐ Ⓑ Ⓒ Ⓓ 14
26.	There are too many outside interruptions during class periods	Ⓐ Ⓑ Ⓒ Ⓓ 13
27.	I have to spend too much time on non-instructional duties	Ⓐ Ⓑ Ⓒ Ⓓ 13
28.	My teaching is limited by the quality of or lack of instructional equipment and materials	Ⓐ Ⓑ Ⓒ Ⓓ 14
29.	Having to teach special education students in regular classes is a problem	Ⓐ Ⓑ Ⓒ Ⓓ 14
30.	The support staff in this school is not cooperative	Ⓐ Ⓑ Ⓒ Ⓓ 15
31.	The teachers don't seem to be able to work well together	Ⓐ Ⓑ Ⓒ Ⓓ 15
32.	There is too little teacher input in solving administrative problems	Ⓐ Ⓑ Ⓒ Ⓓ 14
33.	There is little interaction among teachers in this school, i.e. everyone is doing his/her own thing	Ⓐ Ⓑ Ⓒ Ⓓ 15
34.	In-service education provided by the district does not meet my needs	Ⓐ Ⓑ Ⓒ Ⓓ 14
35.	Too much time is spent on discipline problems	Ⓐ Ⓑ Ⓒ Ⓓ 16
36.	The values held by the students are in conflict with those of the school	Ⓐ Ⓑ Ⓒ Ⓓ 16
37.	Too little support on discipline is provided by administrators	Ⓐ Ⓑ Ⓒ Ⓓ 16
38.	Too little support on discipline is given by the parents	Ⓐ Ⓑ Ⓒ Ⓓ 16
39.	Disruption of my class(es) by students is a continuing frustration	Ⓐ Ⓑ Ⓒ Ⓓ 16

*11. EXTRACT 12. TRELATE 13. DISRUPT 14. INFLUENC 15. TSTAFF 16. DISCPROB

APPENDIX B

REGRESSION ANALYSIS FOR 1983

Grade 8

Area	Step	Variable	R-Square	Final Equation: Regression Coefficient	Final Equation: Standardized Regression Coefficient	Final Equation: Intercept/ Std. Error
SELF-ESTEEM	1	SPARINT	0.42	2.165	0.437	
	2	HOMECLIM	0.46	0.590	0.219	
	3	HOMEWORK	0.48	1.862	0.191	
	4	TSTAFF	0.49	0.334	0.107	20.0767/
	5	STABLE	0.50	1.768	0.097	0.4922
UNDERSTANDING OTHERS	1	PCTWHITE	0.40	0.125	0.396	
	2	HOMEREAD	0.60	1.427	0.125	
	3	SPARINT	0.64	2.976	0.206	
	4	STABLE	0.66	13.297	0.251	8.7334/
	5	PAREDUC	0.69	2.833	0.235	0.6804
READING COMPREHENSION	1	PCTWHITE	0.48	0.033	0.188	
	2	SPARINT	0.67	1.721	0.217	
	3	RESIDSQ	0.71	-0.065	-0.238	
	4	PAREDUC	0.76	1.324	0.200	
	5	STABLE	0.78	6.660	0.229	
	6	TSTAFF	0.80	0.675	0.135	-14.4305/
	7	TVWATCH	0.81	-2.158	-0.174	0.8086
WRITING SKILLS	1	PCTTILI	0.51	-0.043	-0.167	
	2	PCTWHITE	0.63	0.071	0.430	
	3	SPARINT	0.73	1.284	0.170	
	4	HOMEWORK	0.77	1.988	0.133	
	5	TSTAFF	0.79	0.692	0.145	
	6	STABLE	0.80	5.397	0.194	-8.6817/
	7	PAREDUC	0.82	1.339	0.211	0.8154
MATHEMATICS	1	PCTTILI	0.54	-0.066	-0.212	
	2	TVWATCH	0.64	-1.496	-0.105	
	3	DISCPROB	0.69	0.296	0.125	
	4	PAREDUC	0.72	2.294	0.300	
	5	STABLE	0.76	6.042	0.180	
	6	PCTWHITE	0.78	0.045	0.227	-7.6540/
	7	SPARINT	0.79	1.175	0.129	0.7826
INTEREST IN SCHOOL AND LEARNING	1	SPARINT	0.42	6.114	0.655	
	2	PAREDUC	0.48	-3.195	-0.410	
	3	HOMECLIM	0.53	1.314	0.259	
	4	HOMEWORK	0.56	4.149	0.226	10.9519/
	5	TLOCALE	0.58	-2.564	-0.149	0.5721
SOCIETAL RESPONSIBILITY	1	RESIDE	0.22	-0.690	-0.435	
	2	HOMECLIM	0.28	0.314	0.086	
	3	PAROCC	0.32	-0.159	-0.486	
	4	SPARINT	0.41	2.179	0.324	
	5	HOMEWORK	0.45	3.055	0.231	33.3063/
	6	STABLE	0.46	3.648	0.148	0.4490

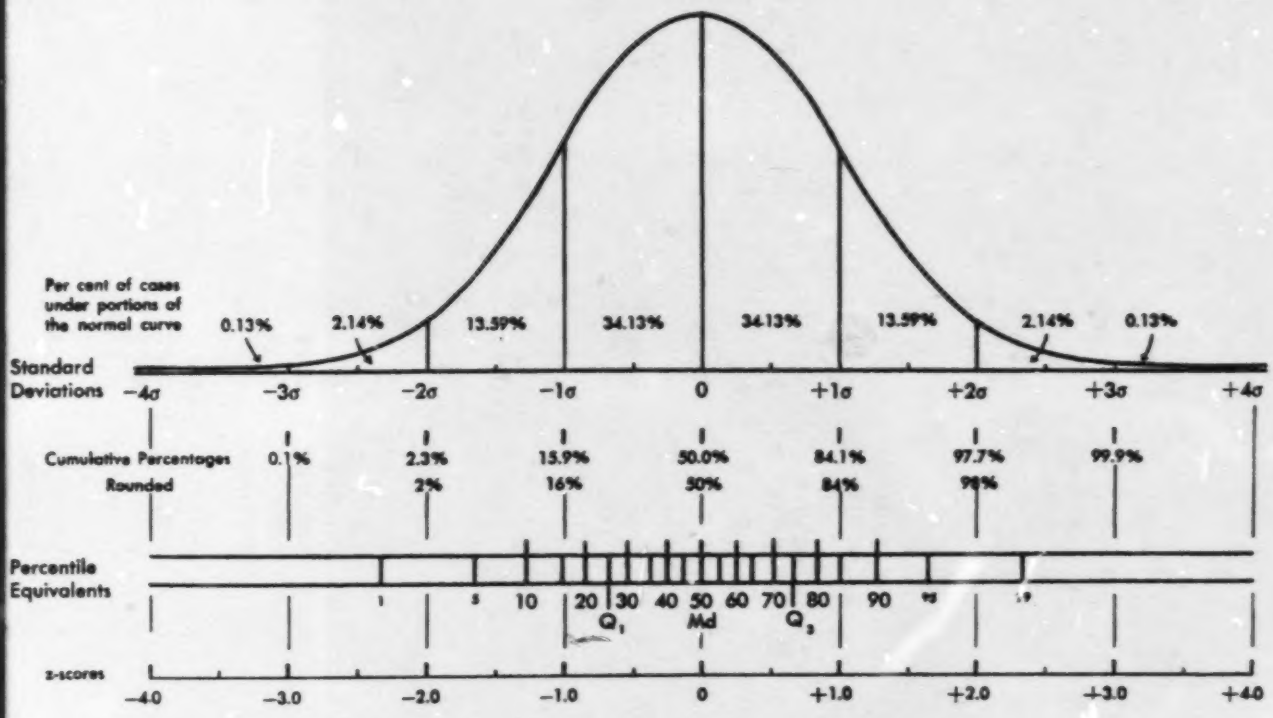
REGRESSION ANALYSIS FOR 1983 (Continued)

Grade 8

Area	Step	Variable	R-Square	Final Equation: Regression Coefficient	Final Equation: Standardized Regression Coefficient	Final Equation: Intercept/ Std. Error
KNOWLEDGE OF LAW/GOVERNMENT	1	PCTWHITE	0.43	0.072	0.477	
	2	EDEXPECT	0.60	3.472	0.338	
	3	STABLE	0.65	4.983	0.196	
	4	TSTAFF	0.68	0.748	0.172	
	5	RESIDSQ	0.69	-0.051	-0.212	-16.5359/
	6	HOMEWORK	0.70	2.049	0.150	0.6947
HEALTH AND SAFETY PRACTICES	1	STABLE	0.11	5.846	0.213	
	2	HOMECLIM	0.17	0.939	0.232	
	3	RESIDE	0.20	-0.451	-0.255	
	4	PAROCC	0.22	-0.185	-0.509	
	5	HOMEWORK	0.26	3.082	0.210	
	6	TSTAFF	0.29	0.965	0.205	
	7	TLOCALE	0.31	-2.324	-0.169	38.4447/
	8	EDEXPECT	0.33	2.811	0.253	0.3033
CREATIVE ACTIVITIES	1	RESIDE	0.35	0.551	0.197	
	2	PAREXP	0.42	4.694	0.375	76.1496/
	3	STABLE	0.50	-15.013	-0.346	0.4895
CAREER AWARENESS	1	PCTTILI	0.53	-0.042	-0.242	
	2	STABLE	0.66	5.903	0.313	
	3	PAREDUC	0.71	1.265	0.295	
	4	PCTWHITE	0.77	0.033	0.297	-8.0653/
	5	TSTAFF	0.78	0.430	0.133	0.7771
APPRECIATING HUMAN ACCOMPLISHMENTS	1	PCTWHITE	0.30	-0.084	-0.209	
	2	HOMECLIM	0.39	3.045	0.303	
	3	FAMSIZE	0.47	4.508	0.219	
	4	STEACHEX	0.49	9.908	0.176	
	5	PAROCC	0.51	-0.266	-0.295	36.2379/
	6	HOMEWORK	0.54	8.097	0.222	0.5289
KNOWLEDGE OF HUMAN ACCOMPLISHMENTS	1	PCTTILI	0.49	-0.080	-0.273	
	2	PAREDUC	0.59	3.084	0.430	
	3	STABLE	0.69	10.392	0.329	-26.5007/
	4	DISRUPT	0.71	0.430	0.158	0.7072
INFORMATION USAGE	1	PCTTILI	0.49	-0.025	-0.175	
	2	TVWATCH	0.62	-1.206	-0.184	
	3	STABLE	0.69	3.552	0.231	
	4	PAREDUC	0.73	0.846	0.242	
	5	TSTAFF	0.76	0.366	0.139	
	6	RESIDSQ	0.77	-0.032	-0.225	-3.9454/
	7	SPARINT	0.78	0.632	0.151	0.7782

APPENDIX C

NORMAL CURVE WITH Z-SCORES AND PERCENTILE EQUIVALENTS



APPENDIX D

COMPARISONS OF EQA RESULTS ACROSS YEARS

Many districts have participated in EQA two or more times since 1978 and may want to compare results from those reports. Several precautions should be taken when such comparisons are made and the following points should be considered:

1. Comparison Cautions

   a. Make comparisons only with data from 1978 through the present. Pre-1978 instruments differed in varying ways from the present instruments; therefore, the results are not readily comparable.

   b. It is not recommended that comparisons be made if the school conditions have very obviously changed -- for example, student socio-economic level or school grade enrollment. Many changes like these can be reflected in the condition variable data (scores and percentiles) on pages 4 to 7 of the school report. Comparing these data across the years in question can provide insight into changes in student population, staffing patterns and teacher perceptions.

   c. When comparing percentiles across two or more years, be advised that differences of up to ±20 percentile points often represent only slight changes (in school mean scores) if the school score is between the 30th and 70th percentiles. (Changes of from 1 to 15 percentile points in this range may also be attributable to error of measurement and/or to slight fluctations in percentile norms from year to year.) However, differences of 15 or 20 percentile points might represent important changes if the school is between the 1st and 30th or the 70th and 99th percentiles (the extremes of the range).

   d. If a change in percentile points is deemed to be important under the guidelines in the previous paragraph, it could be desirable to determine why the change may have happened. For example, it might have been a result of the implementation of an intervention strategy, but it also may be due to one of the points in Part 2 below, Stability of Test Scores.

2. Stability of Test Scores*

   Score changes across years may be due to

   a. True differences in classes of students in terms of ability levels and attitudes that influence achievement.

   b. Differences in composition of the class due to

      . Building openings or closings with resultant redistribution of students

*These considerations are not unique to EQA but can also apply to differences observed in standardized test scores from year to year.

- Changes in attendance areas busing patterns with resultant redistribution of students

- Change in building structure, such as K-5 changed to K-6 or a 7-9 building shifted to 6-8

- Population shifts such as PCTTILI/occupation/education level of families moving in/out of the attendance area

- Inclusion/exclusion of special education or vo-tech students from one assessment to another

- Large changes in the percentage of girls in small enrollment schools.

c. Differences in test administration conditions or procedures from one assessment to another, such as

- Large group administration vs. individual classroom administration

- Directions given over PA system vs. by teachers when administered in individual classrooms

- Presence/absence of monitors, principal, superintendent

- Time of day

- Local events which might influence testing climate; for example, pep rallies, strikes, sudden rise in local unemployment

d. Number of students in the grade assessed (greater stability occurs with a larger number of students)

e. Differences in instructional program such as

- Change in instructional program

- Changes in teaching staff from year to year or even within a year resulting in a change in instructional emphasis and grading practices

f. Differences in school climate due to

- Changes in teaching staff which can alter the communication style and expectation level to which students are exposed with a resultant effect on achievement and attitudes

- Change in building principal; this frequently results in a different school climate which in turn influences teacher interaction patterns with students

PENNSYLVANIA'S ORIGINAL TEN GOALS OF QUALITY EDUCATION

(Adopted by the State Board of Education in 1965)

Quality education should:

I. Help every child acquire the greatest possible understanding of himself or herself and appreciation of his or her worthiness as a member of society.

II. Help every child acquire understanding and appreciation of persons belonging to other social, cultural and ethnic groups.

III. Help every child acquire, to the fullest possible extent, mastery of the basic skills in the use of words and numbers.

IV. Help every child acquire a positive attitude toward the learning process.

V. Help every child acquire the habits and attitudes associated with responsible citizenship.

VI. Help every child acquire good health habits and an understanding of the conditions necessary for maintaining of physical and emotional well being.

VII. Give every child opportunity and encouragement to be creative in one or more fields of endeavor.

VIII. Help every child understand the opportunities open to him or her to prepare for a productive life and help each child take advantage of these opportunities.

IX. Help every child to understand and appreciate as much as possible of human achievement in the natural sciences, the social sciences and the humanities and the arts.

X. Help every child to prepare for a world of rapid change and unforeseeable demand in which continuing education throughout adult life should be a normal expectation.

PREAMBLE

The constitution of the Commonwealth of Pennsylvania states, "The General Assembly shall provide for the maintenance and support of a thorough and efficient system of public education to serve the needs of the Commonwealth." This provision mandates a quality education for each child in the Commonwealth.

The schools have the primary responsibility for the achievement of the goals of quality education as established by the State Board of Education, but they must work in close and continuous cooperation with the family, community and other appropriate social, religious and governmental institutions to insure the highest possible achievement of the goals.

To foster achievement of a quality education, the school environment should be safe, attractive and orderly, promote a willingness to work for objectives, stimulate a readiness to continue learning throughout life, and encourage the fullest possible educational development of each student.

To foster achievement of a quality education, the school program should reflect the following goals.

GOALS OF QUALITY EDUCATION

(Adopted by the State Board of Education on March 8, 1979)

COMMUNICATION SKILLS
Quality education should help every student acquire communication skills of understanding, speaking, reading and writing.

MATHEMATICS
Quality education should help every student acquire skills in mathematics.

SELF-ESTEEM
Quality education should help every student develop self-understanding and a feeling of self-worth.

ANALYTICAL THINKING
Quality education should help every student develop analytical thinking skills.

UNDERSTANDING OTHERS
Quality education should help every student acquire knowledge of different cultures and an appreciation of the worth of all people.

CITIZENSHIP
Quality education should help every student learn the history of the nation, understand its systems of government and economics and acquire the values and attitudes necessary for responsible citizenship.

ARTS AND THE HUMANITIES
Quality education should help every student acquire knowledge, appreciation and skills in the arts and the humanities.

SCIENCE AND TECHNOLOGY
Quality education should help every student acquire knowledge, understanding and appreciation of science and technology.

WORK
Quality education should help every student acquire the knowledge, skills and attitudes necessary to become a self-supporting member of society.

FAMILY LIVING
Quality education should help every student acquire the knowledge, skills and attitudes necessary for successful personal and family living.

HEALTH
Quality education should help every student acquire knowledge and develop practices necessary to maintain physical and emotional well-being.

ENVIRONMENT
Quality education should help every student acquire the knowledge and attitudes necessary to maintain the quality of life in a balanced environment.

EQA SUPPLEMENTARY MATERIALS

The following supplementary materials are available in limited quantities to school districts participating in the EQA program. Requests should be mailed to: *Division of Educational Quality Assessment, Pennsylvania Department of Education, 333 Market Street, P.O. Box 911, Harrisburg, PA 17108.*

1. **Getting Inside the EQA Inventory**

   This 72-page technical manual explains the measurement rationale for each of the 14 scales in the questionnaire and describes the measurement safeguards operating in the program, including the design of the assessment package, an explanation of matrix sampling procedures, reliability and validity measures.

2. **How to Write an EQA Release**

   This 44-page manual provides helpful suggestions for local school district personnel assigned publicity and/or public relations responsibilities. Included are sample press releases, charts, graphs and other materials for disseminating EQA information and data.

3. **EQA. . . Presenting the Results**

   An excellent guide for school districts to explain their EQA data, this 12-page document contains helpful suggestions, ideas and visual aids.

4. **Item Analysis Processes**

   Charts and instructions for analyzing item data for each of the 15 areas (cognitive and non-cognitive) measured by EQA are available. The areas are enumerated on page 4 of this Interpreter's Manual.

5. **Resources for Improvement Packets**

   This is a series of 12 individual packets each relating to a specific area–Self-Esteem, Understanding Others, Reading, Writing Skills, Mathematics, Interest in School, Citizenship, Health, Science and Technology, Arts and the Humanities, Work, and Analytical Thinking–which guide the reader to a variety of information sources, materials, consultants and adoptable programs which may effect improvement in a given area.

6. **A Model to Review the EQA School Report**

   A 10-page paper, this model provides one process for reviewing and analyzing an EQA school building report. It is particularly helpful for those persons involved with curriculum improvement.

7. **EQA 12 Goal Priority Probe**

   This 10-page survey instrument provides a systematic procedure for determining the philosophical priority ranking of the 12 Goals of Quality Education from various publics.

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Note: Due to budgetary limitations, requests for single copies only for any of the above publications will be honored; however, permission is granted to reproduce them, in whole or part, to meet local school district requirements.